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Investigated was the question why boys of 16 and 17 years of age drop out of school and what can be done to help prepare them for a productive and satisfactory life in society.

The job preparation program began with Bill #72 of the West Virginia legislature. It included shop training in various vocations such as Radio-TV repair, industrial and household painting, carpentry, auto repairing, sheet metal, etc. The students were all boys and were bused from various home locations to the work shops throughout the county.

Material is included in its original form, as spoken or written by the 150 members of the classes, parents, teachers, and visitors to the program.

Some observations made were: 1) Dropouts are out of school as a result of the failure of the home and the school; 2) The period of intensified training was too brief; 3) All youth should be required to remain in school until they are 17 or have completed high school; 4) All school systems should provide vocational or job training; 5) The tendency to drop out may begin in the third, fourth, or fifth grade; laxity on the part of teachers toward such students contributes to dropout problems.

The program motivated most of the 150 boys to consider their futures and take positive steps toward completing their educations.

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THE BOLD NEW VENTURE

School Dropout Training Program

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Mulligan

"THE BOLD NEW VENTURE"

ACKNOWLEDGEMENT

The author is grateful to Ted Byrd, Instructional Supervisor of Mercer County School, who served as Assistant Director, the Administrative, Supervisory and Clerical Staff of the Mercer County Board of Education and to individuals and organizations too numerous to mention, for suggestions and helps during this Pilot Job Training Program and in the preparation of this report.

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Hon. Herbert Schupback	Member, House of Delegates New Martinsville, W. Va. (Wetzel Co.)

MERCER COUNTY JOB TRAINING STAFF

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James B. Deck, Director
Ted G. Byrd, Assistant Director
Sharon Pettrey, Secretary

Instructors

Louis Vaughan	Building Trades
Don L. Cale	Automotive Shop
E. F. Cotton	Automotive Shop
S. A.Whitt	Electronics
J. T. Higginbotham	Automotive Shop
Paul Steel	Welding
N. C. Ross	Automotive Shop
Arthur Shields	Welding

Bus Drivers

Henry Karnes
Paul Wagner
Arnold Brown
Charles Asbury
Harold Graham

Attendance Director

Paul Wagner

1962

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FOREWORD

The report found on the following pages was prepared and published by Mr. James B. Deck, Director of the Pilot Dropout Program conducted for sixteen and seventeen-year-old boys during the three summer months of 1962. The program was sponsored by the West Virginia Legislature and jointly supervised by the West Virginia Department of Education and the administrative department of the Mercer County School System where it was conducted.

It will be seen that Mr. Deck has gone beyond the general concept of a report and included much valuable material in its original form as spoken or written by members of his classes, their parents, teachers and visitors to the program. Obviously, the purpose of this is to give the reader a true background and insight to the reasons for the boys being so-called dropout students.

It will be observed also that Mr. Deck has refrained from drawing many conclusions; leaving these to the reader. He did, however, in some instances, very pointedly indicate parental failures, home conditions, school laxity, etc., that were mainly responsible for the boys having become dropouts.

Among his many observations he pointed out: (1) That dropouts, excluding those who are mentally incapable of advancing in school, are out of school as a result of the failure of the home and school. The dropout simply went the way he was guided or misguided by adults. The parent or the school, or both, had failed. (2) That the period of intensified training is too brief, and that further experimentation on this basis would likely be of little value. (3) That all youth should be required by law to remain in school until they have reached their seventeenth birthday or have completed high school. (4) That all school systems should provide vocational or job training for those who require it in the regular school program and that the proper authorities begin as quickly as possible its initiation throughout the State. (5) That the tendency to drop out of school may begin in the third, fourth, or fifth grade and that special help for these pupils at this age would very likely prevent great numbers of boys and girls from quitting school later on. Laxity on the part of teachers toward this type of student, Mr. Deck points out, is definitely a contributing cause of dropouts.

Having observed the program from its beginning, this writer was most pleased with its administration, the conduct of the boys and the instruction. It is regretful that many of those who completed the training were unable to get jobs because of their age. In fact, the average age was 16½ years and this, alone, blocked their employment. This obstable stood head and shoulders above all others and for this reason it is strongly urged that the school attendance requirement be raised to age seventeen. Furthermore, we are fully in accord with Mr. Deck's suggestions listed above and urge that each be carefully considered by the committee and the State Department of Education.

W. R. Cooke, Chairman
Advisory Committee
Job Preparation Program for
School Dropouts

INTRODUCTION

You will, by means of this report, travel through this Job Training Program. The program is based on an Idea, on a Belief, and on a Philosophy. The Idea that a group of boys could be led through a training program, the Belief that they would want to go, and a Philosophy that all boys are the same at heart. This is an Action and Doing Program. You will travel with the boys. You will witness the problems and what was done about them. You may be able to read between the lines and see why these boys dropped out of school.

Many of the accepted practices found in our secondary schools date back to the time when secondary education was selective. When less that one half of those who enrolled were expected to graduate, and when a high school diploma meant that the holder was in the upper one-half of the population in intelligence, scholarship, and behavior. A few of the many selective devices or squeeze-out procedures still current in many of our schools are: set standards of achievement for receiving credit, failing grades in place of remedial help, inflexible discipline procedures, (sending them home for a day, a week, a month or for good, the easy way out) and reporting systems which make pupils of all levels of ability and interest compete with all pupils. 1

An educational system which provides appropriate secondary education for all youth is a vision held by an increasing number of educational leaders and lay people. In spite of the more general acceptance of the concept of education for all, we have many contradictions between it and the accepted practices in most of our secondary schools. 2

If we want to be more successful in providing education for all, it is imperative that we bring our practices into harmony with our philosophy.

1 - 2 Second Dropout Study, Saint Paul Public Schools, 1955

For those secondary schools which are interested in education for all youth, an index of success is the holding power or the percentage of pupils who remain to graduate.

This training program has proven that boys want an education and they are willing to work for it, so long as they can have a feeling of accomplishment and a feeling of being accepted.

We believe this training can be conducted within the frame-work of the public schools.

The "Bold New Venutre" tells the story of "Big Johnny" going back to school. He tells you what he thought about the proposed Job Training Program, he tells you what he is learning and what the program means to him, and he tells you of his appreciation for this second chance to get ready to earn a living, and he offers his thanks when he has taken the next step.

If you want to know Johnny, read the report.

"I DON'T CARE WHETHER THERE ARE FIVE MILLION DROPOUTS A YEAR, OR TWO MILLION, OR ONE MILLION," SENATOR HUBERT H. HUMPHREY RECENTLY REMARKED TO AN AUDIENCE GATHERED AT NEA HEADQUARTERS FOR A FORMAL SHOWING OF THE FILM, The Dropout. "WHAT MATTERS IS THAT THERE IS THIS PROBLEM, THAT IT IS GROWING, AND THAT IT DANGEROUSLY INFECTS EVERY AREA OF OUR SOCIETY AND ECONOMY."

Dr. Conant has described this problem in these terms, "Social Dynamite". J. Edgar Hoover and others have pointed to the results of the Dropout Problem. School people, social, business and industrial agencies have shown their concern for this problem by providing leadership and financial assistance to hundreds of studies and programs.

(Number of Dropouts - From NEA Project - "School Dropout")

Before World War II --- the peak year of holding power was 1942, when 50 percent of those boys and girls starting in the fifth grade in 1934 were graduated. In 1944, the percentage fell to 42.5 percent and in 1950 it was more than 50 percent, and there has been a steady increase year after year. The holding power in 1961 was 60 percent, or 60 percent of the fifth graders remain in school to graduate.

West Virginia dared to take a different approach and set up a Compulsory Job Training Program in one county, for ALL boys who were 16 or 17 years of age and who had dropped out of school before graduation.

THE BOLD NEW VENTURE

February 8, 1962 marked the beginning of the Bold New Venture. It was on this date that House Bill No. 72 was enacted into law by the State of West Virginia, giving authority and direction for a Job Preparation Program for School Dropouts. The passage of this Bill cleared the way for an Experiment or Pilot Study into one of the major problems that confronts our society today. It would not be wise to attempt a listing of the individuals who should receive credit for this Bold New Venture. However, we can say that the Honorable Governor W. W. Barron had the cooperation of the State Department of Education, the State Educational Association, the State Legislature, and others.

House Bill No. 72 reads: An act to amend chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended, by adding thereto a new article, designated article two-c, relating to job preparation for school dropouts.

BE IT ENACTED BY THE LEGISLATURE OF WEST VIRGINIA: That Chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended, be amended by adding a new article, designated as article two-c, to read as follows:

Article 2-c: JOB PREPARATION PROGRAM FOR SCHOOL DROPOUTS

Section 1: ESTABLISHMENT OF JOB PREPARATION PROGRAM

Authority is hereby given for the establishment of a Job-Preparation Program for School Dropouts, such program to be financed by the state, in cooperation with the counties, and to be based on the following described needs and purposes:

1. To lesson school dropouts, West Virginia presently having an estimated thirty thousand boys and girls sixteen and seventeen years of age who have quit school before high school graduation.

2. To provide a planned program of practical job preparation on the basis of interest, aptitude and ability for those who drop out before completing high school.

3. To make participation in such a program compulsory for all male youth sixteen and seventeen years of age with the veiw of later extending it to include female dropouts falling the same age bracket.

Section 2: ADMINISTRATION AND SUPERVISION

Subject to rules and regulations the state board of education may deem advisable, the administration and supervision of said youth job-preparation program shall be under the State Department of Education and in cooperation with school officials and board of education of the respective counties. There shall be selected, by the state superintendent, a supervisor of the program who shall be under the direction of the division of vocational education. It shall be understood that the said supervisor shall be authorized to draw upon the aid and services of such other divisions of the department of education as guidance, counselling and testing; driver education and school transpottation; instruction and curriculum; as well as other professional agencies and organizations in or outside the government that may be able to lend help on a voluntary basis.

Section 3: DEVELOPMENT OF JOB PREPARATION PROGRAM

The State Department of Education, by and with the help of the respective counties, shall develop a practical job preparation program for all male youth as hereinafter designated. The program shall provide job training, based upon interest and ability of said youth in such areas as the following but not bound by, not limited to the same:

Radio and television repair; household equipment repair; gardening (law upkeep, shrubbery pruning, etc.); lawn equipment repair; window upkeep and cleaning (business-industrial, residential); general house cleaning(including wall washing, floor renovation, etc.); industrial and household painting; restuarant work (waiter, bus boy, short-order cook, etc.); custodial services, service station attendant; auto repair; carpentry (helper); plastering (helper such as mixing); masonry work (helper); plumbing (helper); helper for air-conditioning installation; electrical wiring, office equipment upkeep and repair; metal work (helper); sign painting; nursing home attendant; hospital orderly, etc.; show card work; construction work (use of various types of equipment); shoe repair; leather craft; wood crafts; ceramic crafts; stock person in merchandising; furniture refinishing and upholstering; photography(including camera upkeep, repair, etc); installation, repair, and upkeep of public address systems; window display (assistant); check-out in self-service stores; motor boat upkeep and repair; fishing-hunting equipment upkeep and repair; multilith operation, including equipment upkeep and repair; parking meter repair and care; utility meter reading, repair, etc.; hotel services; roof installation; repair and upkeep; auto body repair and painting; delivery services (milk, bread, etc.); various dry-cleaning and laundry services.

Job Preparation shall be financed from state funds, which may be supplemented by county and any available federal funds for further enrichment of the program. The instructional program shall be under the supervision of the county, or area administration where such prevails, subject to the guidance and direction of the state supervisor. County or area directors of the program and teachers of any academic aspects of the program shall be duly certified teachers. For instruction in the common jobs and occupations, persons of practical experience in such may be employed and they shall be classified as job trainers. Nothing shall prevent the use of approved volunteers in this program.

In initiating the job preparation program any existing public school buildings and facilities or such as may be provided in the future on an area or county basis, which may be adapted to or useful in such a job preparation program shall be made available during the summer months of the said program.

Section 4: PILOT EXPERIMENT

In order to determine the practicability, effectiveness, and cost of the job preparation program for school dropouts, there shall be established an experimental pilot program in a selected county for the summer months of one thousand nine hundred sixty-two. Also, there shall be an advisory committee comprised of eight members, four of whom shall be selected jointly by the legislative interim committee from their membership and four persons to be selected at large by the governor. This committee shall work in close cooperation with the State Department of Education and the county officials of the selected pilot county in developing and carrying out the experimental job preparation program in said county. From time to time, the committee shall make progress reports to the governor and the joint legislative interim committees with its final report and recommendations to be submitted not later than December one, one thousand nine hundred sixty-two. Subsequently, the governor and the joint legislative interim committees shall make their report to the fifty-sixth Legislature as to what steps should be taken in the further implementation of said job preparation program or its abolition.

By not later than thirty days following the effective date of this article, the state superintendent shall have named the supervisor of the program and by and with the advice of the advisory committee, shall have selected the pilot county. In the selection of the pilot county, these requisites shall be given consideration:

1. That the county have a reasonably high ratio of school dropouts.
2. That it be within a depressed area of the state, and ,
3. That the county school officials reflect a genuine interest in developing the experimental program. Any money appropriated for the preliminary study and the pilot county experimental program shall be allocated to the State Department of Education for said purpose to be expended under the direction of the State Superintendent of Schools, by and with the advice of the advisory committee. Expenses for the advisory committee shall be paid from this fund: PROVIDED, HOWEVER, that the job preparation program and the pilot experiment, all as provided in chapter eighteen, article 2-c, shall expire January one, one thousand nine hundred sixty-three.

Transportation for the pupils included under said program in said pilot county shall be furnished by the use of said county school transportation equipment, with the cost of gasoline, oil, maintenance, and drivers being born out of money appropriated by the state for such pilot county experiment.

Irrespective of the general law relating to pupil transportation, the supervising authority shall make needed rules and regulations for transporting such dropouts.

Notwithstanding the age limit provision set forth in article eight of this chapter, any male youth who has dropped out of school before fully completing his high school education and is within the age bracket of sixteen and seventeen years inclusive shall be subject to compulsory participation in said job preparation program in said county unless regularly employed.

SELECTION OF PILOT COUNTY

Mercer County was selected for the Pilot Program because of the:

1. Interest
2. Facilities
3. Need

1. Interest: The State Superintendent of Schools, through the County Superintendent invited all counties to make a request for the program. All segments of Mercer County; business, industry, social and educational asked for the program.

2. Facilities: Facilities in Mercer County as compared with facilities in other counties that requested the program gave Mercer County the edge.

3. Need: The per cent of dropouts in Mercer County was about average for the state so there was need for the program.

THE JOB PREPARATION PROGRAM FOR SCHOOL DROPOUTS BEGINS. WORDS ARE PUT INTO ACTION.

The State Superintendent of Schools appointed the program director. The Advisory Committee was appointed, four members were selected jointly by the Legislative interim committee and four members were selected by the Governor.

On March 8, 1962, Governor W. W. Barron called a meeting of the Advisory Committee for the purpose of selecting a pilot county.

Governor Barron served as temporary chairman of the Committee. In his opening statement he said: "This is a Bold New Venture. West Virginia is taking the lead. The problem for school dropouts is a community problem, it is a state problem and it is a national problem. Let's not be afraid to venture into the unknown. Let's not be afraid to experiment. Let's not be afraid to fail. If we are partially successful in this undertaking, that will be good. Even if we fail, we have tried. Let's not be afraid to fail."

W. R. (Pete) Cooke, Superintendent of Mercer County Schools was elected permanent chairman and Phares E. Reeder, Executive Secretary of the State Educational Association was elected Secretary.

Mercer County was selected as the Pilot County. The director was assured of the full cooperation of the Committee, The State Department of Education, and the State Educational Association, and he was instructed to proceed with the program.

For the purpose of reporting, the Program has been divided into three phases. The First Phase will cover the program up to the time the actual classes start. The Second Phase will cover the twelve week Job Training Course. The Third Phase will cover the results and recommendations.

THE FIRST PHASE

The First Phase of the program takes into consideration the whole area of getting ready, up to the first day of actual training:

1. Getting ready to put into words the purpose and direction.
2. Getting ready to meet the dropouts.
3. Getting the public ready to accept the program.
4. Getting the school people ready to cooperate.
5. Personal interview with the boy and his people.
6. Contents of letters.
7. Personal Interview.
8. Keeping the ball rolling.
9. Selecting the courses and building the curriculum.
10. Selecting the instructors and getting them ready to instruct.
11. Locating the training centers.
12. Securing buildings and equipment.
13. Getting the bus drivers ready to work in the program.
14. Working out the bus schedule.

PURPOSE AND DIRECTION OF THE PROGRAM

A very definite part of the getting ready to initiate any program or activity takes into consideration the goal, the purpose and the direction.

Keeping in mind the idea of the Bold New Venture and Governor Barron's statement: "Don't be afraid to fail", the purpose and direction of the Job Preparation Program for School Dropouts was spelled out and it served as a guide throughout the project. The goal, the purpose, and the direction was put into words.

TO PROVIDE AN EXPLORATORY JOB PREPARATION PROGRAM designed to stimulate the boy to acquire the basic abilities and understandings that will lead to employment OR,

1. To develop an awareness that high school graduation is within his reach.

2. To continue his preparation for an occupation through attendance in an area vocational educational program.

3. To continue his preparation for an occupation through enrollment in a private school.

4. To continue his preparation for an occupation through participation in a work-study program.

5. To continue his preparation for an occupation through continued study in a branch of the Armed Services.

GETTING READY TO MEET THE DROPOUTS

The getting ready to meet the boys entailed much more than finding where they lived and making the call. The most important part of getting ready was the matter of accepting the challenge: To initiate the job preparation program for boys who have dropped out of school. To accept each boy as an individual, and at face value and to let nothing get in the way of the program.

Although the desire or determination to meet this challenge was never in question, there were times when everything and everyone seemed to be in opposition. Public sentiment, in the beginning, seemed to point in the direction that time and money would be wasted. School people gave very little help or encouragement, in the beginning, referring to the boys as a bunch of no-goods, trouble makers and "dumbbells". Job training opportunities were blocked by Minimum Wage Laws, Child Labor Laws, the matter of Production and the matter of Hazardous Occupations.

GETTING THE PUBLIC READY TO ACCEPT THE PROGRAM

There was a belief that the success of this program would be in proportion to the acceptance and cooperation of the public. There was also the belief that the program had to be sold. It had to be sold to every phase of society. The selling had to be gradual, it had to be deliberate, and it had to be continued.

The cooperation of the Press, the Radio, and Television was never in question. From the very beginning, the news media became a part of the program, willing and anxious to be a partner in the endeavor. At no time were facts or stories withheld from the public and at no time did there seem to be an unwillingness on the part of the news media to tell the story.

Pictures and stories in the press, word pictures by means of the radio, and live television introduced the program to Mercer County and to the general public. This had a tendency to do two things: To get the boy and his family ready for the initial interview with the dropout program Director, and to present the problem of school dropouts as a local, state, and national problem.

GETTING THE SCHOOL PEOPLE READY TO COOPERATE

From the very beginning, there was an understanding that the help and cooperation of all school people was a must, (to insure the success of the program). Teachers and principals were consulted about individual cases. School records were secured as were the individual comments of the school people.

As a beginning point in locating the dropouts, each high school and Jr. High School furnished a list of the names and addresses of boys who had dropped out of school and who were in the age range of 16 and 17 years of age.

Copies of permanent records and comments relating to behavior patterns, home conditions and the why of dropping out of school were furnished by the school, for each boy. A study of these records and the comments pretaining to individual students helped in the understanding, and in many cases paved the way for successful evaluation and readjustment, and in the end, redirection.

Interest, on the part of the school people, has grown as the program progressed through the summer. Because of this interest and understanding, many would-be dropouts will remain in school until graduation.

PERSONAL INTERVIEW WITH THE BOY AND HIS PEOPLE

We are now approaching the most important phase of the program. The success of the program would be determined by the attitude of the boy and his family. It is difficult, if not impossible, to build a word picture of the anxiety and apprehension during the first several interviews. The decision had been reached, and it proved to be wise, that each boy must be persuaded, not forced, to attend the training program.

After the first few interviews, perhaps visits would be more descriptive, each additional visit became a separate, anticipated challenge. In most instances the family was waiting. They had learned of the program through the news media. They were ready with questions, they were anxious to cooperate, they were grateful that such a program was in the making.

The average time for an interview was from 45 minutes to 75 minutes. The number of boys interviewed per day ranged from a high of 8 to a low of 2. Two things common in all homes was television and friendliness. The whole family was anxious to be a part of the interview. It was never necessary to ask that the television be turned off or that the mother stop what she was

ANOTHER BOY TAKES HIS SECOND CHANCE

—WE MEET

WE PLAN

Royal Crown COLA

WE SAY GOOD BYE

Royal Crown Cola
FAVORITE

SOMETIMES WE FOUND THE BOYS IN BUNCHES—WITH NOTHING TO DO

AND RE-GROUPED THEM INTO A TEAM

HE WAS WAITING

doing and be present for the interview. The family was made to understand that their help and cooperation was needed. They were made to feel that they had a part in the program and the success of the program would depend upon their help.

The main purpose of the interview was to sell the boy and his family on the job training program by pointing out his need for the training. After this, there was need to find out as much about all phases of the boy's home life as possible, looking for the reason why he had dropped out of school and attempting to chart a program for his summer training. In each case, we hoped to show our willingness and desire to help by our attitude toward all that we surveyed. The importance of the training program, as a means of obtaining employment, due to limited job opportunities for unskilled labor, was pointed out.

After the interview each boy was asked to write a letter to the Director. He was asked to write about himself and state in his own words why he had dropped out of school. To tell about his likes and dislikes in sports, television, radio and books. To write about the subjects he liked best and those he liked least. To tell about any trip or vacation he had taken. To write about any trouble he might have been in. To give his thoughts about the proposed training and to list the type of training he would like to take.

Each boy was given a self-addressed, stamped envelope and two sheets of paper. He was asked to write the letter and to mail it within three days. The other members of the family were cautioned to see that the letter was posted.

The reason for the letter was two-fold: If the boy had enough interest to write the letter, the chances were that he would have sufficient interest to attend classes. Second, there was a feeling that additional information could be secured in this manner.

CONTENT OF LETTERS

This letter was just to say hello again. We don't have time just now to visit you in person, so we take this means of making our visit.

Just as soon as we have details worked out concerning transportation and location of classes, we will write you again. In the meantime, get your home work ahead, keep thinking and planning toward June 11.

We might have failed to locate some of the boys. Will you tell them to come to the Princeton Office of the Mercer County Board of Education, or write to James B. Deck, at that address.

Until we meet again,

Sincerely,

James B. Deck, Director
Ted Byrd, Assistant Director

We did not request an answer to the letter so you may know we were pleased when several of the boys took this opportunity to write notes of this nature, concerning the proposed training.

"Just a few lines to let you know I am still waiting to start to school. I have been getting new clothes and studying a little to get back to learning. I am very glad to start back because I don't want to wash dishes all the rest of my life. Don't forget, I am ready to start back."

Most of the boys were pleased with the prospect of another chance. They seemed to realize that they had to get ready to earn a living. This was the idea we were trying to convey to them during the initial interview.

The boys lived in all sections of the county which made it impractical to have a central meeting. This fact made it more difficult to plan with the boys in an individual manner. Any communication had to be made in writing so the following letters to the boys, calling the initial meeting must become a part of this report.

Dear Boys:

We are now 150 strong. This is the number of boys who will be in the Job Training Program this summer.

It is now time we have a meeting to talk over our plans. You will have an opportunity to make suggestions and to ask questions about the training program.

All boys who were formerly enrolled in Princeton High School, Princeton Jr. High School, Athens High School, Oakvale High School, Spanishburg High School, and Glenwood Jr. High, will meet in the Board of Education Office in Princeton. If you were a bus student you will ride the regular morning school bus to the school building. The principal will direct you to the bus that will take you to the Board of Education Office.

If you walk or furnish your own transportation, you will go directly to the Board of Education Office.

The meeting will be held May 15, as near 9 a.m. as we can get started.

You will bring your lunch or plan to get your lunch in town. Our meeting will not be over until sometime in the afternoon.

You will ride the regular school bus home in the afternoon.

Please be present for this most important meeting.

Sincerely,

James B. Deck, Director

(Note: A similar meeting was called for each section of the County, during the week.)

A roll call, including the names of all boys who had been interviewed, was made, and the following note was sent to each boy who failed to attend the planning meeting;

Dear John:

I am sorry you were unable to attend our planning meeting. I hope you will talk with some of the boys who attended and have them bring you up to date about the things we discussed.

Please remember that this training program is important to you. Don't let your second chance slip by.

Will see you the eleventh of June.

Sincerely,
James B. Deck

Most of these letters were received within a day or so following the initial visit with the boys. It is interesting to read the letters now that the program is over, and to note the sincerity expressed, and to mentally follow each boy through the training program, observing his growth, and change in attitude. It was good to see the individual gradually lay aside the "chips" he had been carrying on his shoulder, and to look upon society as a friend and not as an enemy. The following quotations cannot tell you nearly as much as they tell those of us who have worked with the boys. We can see the whole boy, his family, his environment and we know why he said what he did. You will be led to believe the boys were interested in taking advantage of this new opportunity as you follow the story.

At least four trends are in evidence.....

1. Economic
2. Was behind the fellow classmates in studies
3. A desire to get ahead
4. Had decided that an education is important

"Johnny Tells his Story:"

Sixty per cent of the boys wrote the Director a letter following the initial visitation or interview. They will tell you a story if you will read between the lines.

James --- 7th Grade: "The reason I left school was I don't like no one fussing at me because I done something wrong. I would rather take a spanking. I like spelling and shop best. I don't like science, math, and geography.

What I would like to do is repair furniture and build furniture. I had polio when I was seven years old and I am not very strong."

Lewis --- 5th Grade: "I dropped out of school because I did not like school any more. I would like to take that training this summer."

Sam --- 8th Grade: "I have heard about your school of training boys who quit school to get a job and I would like to enroll if I could. I think you should know why I don't stay with my parents. The climate in Chicago don't agree with me. I stay with my Grandmother. My Grandfather died and she is alone. I am 17 years of age and I am very happy here. I have never been into any trouble and I don't stay out late at night. Guess I couldn't afford to stay in school. I couldn't but my books or my clothes."

Raymond --- 7th Grade: "My father was out of work and there were five others in school. I just had a notion to quit school and did. There was no real reason. I regretted dropping out of school. I went back and then quit again. I failed the 8th grade twice and then started the third time."

Freddie --- 8th Grade: "Dad lost his job and couldn't afford to buy books. Never did get a job until Social Security and then it was too late. Don't like for other people to tell me I am wrong about something that I know I am right about. I was a member of the Basket Ball Team for four years. I have belonged to the Boy Scouts for two years. I belonged to the 4H Club for six months. I have never been in any trouble. I want to be a welder."

Carlos --- 7th Grade: "Have been thinking about why I dropped out of school. I guess it was the other boys setting in class, joking and not trying to do their work, and I couldn't keep my mind on my work. I wasn't too interested in class because I was interested in different kinds of machines, taking them apart and putting them back together, I will be glad to start summer school if possible. I would like to take welding or mechanics. If my school had been teaching mechanics, I would have been satisfied. English and all that, I didn't like."

Bobby --- 7th Grade: "I quit school because I wasn't learning much and because I didn't like some of my teachers. I would like to start back to school next year and I would like to go to that school this summer. I would like to study to be a mechanic or a electrician."

Kenneth --- 6th Grade: "I got behind in my work. I couldn't learn after the fifth grade. I am glad to have the opportunity of going to training school this summer. I would like to take mechanical work. I have had some experience in this type of work. I have always liked to work on cars. The reason I quit school is because I wasn't passing my grades and the principal commented on it. I have got along well with my teachers and students in school. I have never been in any bad trouble in my life. I would like to know what day and time these classes will start and where they will be held." (Perhaps you might understand Kenneth's problem a little better if you know some facts about his home environment: His father quit school in the 3rd. grade, his mother quit school in the 2nd. grade....there are nine children in the family. The father had a stroke and was on D.P.A. They lived in a little house, on a lease.)

Robert --- 10th Grade: "I quit school because I had no interest in my work and didn't seem to fit in with all the fussing and confusion. I have never been into any trouble, private or public. I aim to take welding as my first choice and I am going to try my best to pass and help this school if possible. Guess this is all, if you want to know more just come see me or write."

Paul --- 11th Grade: "Why I quit school. I didn't think I was doing any good and the teacher said I was wasting my time. I have never been in any trouble in my life. I think this program will be a lot of help to the dropouts."

James --- 9th Grade: "In my first year of school I had to miss a lot. I was sick with rheumatic fever and I failed. Up to the seventh grade I made it fair. I failed three years in the seventh grade. Then I got discouraged but I wanted an education and to finish so bad, I went on until I failed this year. I would like to find a part-time job to help my parents as my father has been out of work for eleven weeks. I think I will like working this summer as I haven't found any work. I have asked at all of the grocery stores."

Garland --- 7th Grade: "I will try to write a few things about myself. I was raised in a poor family. Dad got cut off about six years ago and I never did have very much. I have not got very good clothes. My dad is not making very much on the State Road so we don't have very much. That is why I don't like to go to school because I didn't have very good clothes. I liked to do math, spelling, and science. I like most of the teachers but I was in trouble most of the time. I didn't make very good grades in school and that is why I didn't like to go to school very much. If you try to do the work to pass they would say that you are not trying."

Thomas --- "I dropped out of school in September, 1961. At that time I planned on joining the Navy. My parents thought I wasn't mature enough for the rigid training they have. Since the new program for training school dropouts in skillful trades, I have decided to start in training for motor mechanic. I have been working on auto motors every since I left school. I would also like to weld."

James --- 9th Grade: "I like to read books and work math problems. I don't like to spell or read out loud or give written reports. I haven't been in any trouble or been in jail. I get along with my family and friends. I am interested in going to school this summer and I am going to learn all I can. I just have one bad habit and that is smoking. I would like to take auto mechanics because I like to work on motors and that is the trade I would like to take up."

Wayne --- 9th Grade: "As I stated to the gentlemen who visited me, I dropped out of school because I cut a day of school and was falling behind in my studies. There were other reasons of my own that I would rather not disclose. I would like to take art or electricity in school. My first choice was art. I have always been interested in drawing. I think that is part of the reason I fell behind in my studies. I was always drawing something when I should have been paying attention to the teacher."

Jerry --- 9th Grade: "I liked grade school very well but when I got in the higher grades and the school tightened down and the grade level raised and I could not make the grade and I thought school was kind of dull after all the activities were cut out. But I was never an A student in any of my classes. I would like to learn cabinet making or some business I could be in myself."

James --- 6th Grade: "I had an interest in all of my subjects except arithmetic. I was always getting behind and i had a hard time catching up with the class. I hope I can take this class and learn a trade."

Danny --- 7th Grade: "I am grateful for another opportunity to return to school. I thank you for your time and interest. I started in the 8th grade and quit --- I just acted crazy --- I wouldn't take orders --- I whistled in class --- it didn't make any difference then but it does now." (Perhaps the mother gave the real cause of Danny dropping out of school --- "When Daddy got out of work and couldn't give the children the things they needed -- perhaps we gave them too much when Daddy was working.")

Clinton --- 7th Grade: "I am pleased to write to you in answer to the questions you asked me today. It was nice talking to you. I think I will like that school very much. I have never been in any kind of trouble. I have always stayed at home and worked around the house. I liked school until

I got to the seventh grade. I think I will like the three months of schooling very much. I am really anxious to get started. I would like to take electrical welding if I can."

Billy --- 10th Grade: "I would like to get into machine shop, welding, or something that's got a future to it. I have always enjoyed doing things like working on things. I want a job that pays well after I get a diploma from a certain line of work. I have just enough education to get a small job, but I want my parents to be proud of me. Please let me know because I am interested."

Kenneth --- 9th Grade: "Guess it was stupidity that caused me to quit school. When I was in the 9th grade, my grades were good. I was on the honor roll a number of times. When I got in the 10th, it just seemed as if something happened to me. I would not do my home work or study, for no good reason at all. It is not that I am lazy. There is just no reason for it. I have messed around with cars and I rather enjoy it. My father was a mechanic before he died. I would be interested in Auto Mechanics or Service Station work."

Billy --- 6th Grade: "Just to say hello and to tell you that I am happy about the new program for boys who have dropped out of school. I want to learn a trade and I hope I get along good in the school. I am going to do my best."

Leonard --- 7th Grade: "I am one of the boys who dropped out of school. I dropped out because it seemed that everytime something happened around the school it was blamed on me. I know I make a mistake in quitting but I just don't like __Blank__ School. When I got in the 7th grade, I flunked three years. Why, I know not. Guess I just didn't try. I want to go to the new school and take Auto Mechanics."

Ralph --- 6th Grade: "I am writing you about the new school. I would like to go to this school."

Paul --- 8th Grade: "I will try to do my best to tell you something about myself. I am always glad to listen to older people. English is my hardest subject. I made good in the other classes. I do like school very much. I can't think of anything I would like to do than go to school."

Robert Lee --- 8th Grade: "I am sixteen years old. I quit school because they just didn't understand me. They wouldn't listen to my problems. I don't have a father and we don't have as much as other people and it seemed like other kids held that against me and I have too much pride to take it. I have tried to get a few jobs, just odd jobs helping load trucks or cut grass, I like mechanics very much. My brothers work on cars a lot and I love to help them."

David -- 7th Grade: "I appreciate what you are doing. I always dreamed of being a mechanic. I will try very hard to learn every detail there is to know about auto mechanics. I hope how soon I can start learning to be an auto mechanic. I like to work on engines very well."

Donald --- 8th Grade: "I am writing to you about the fallout training program which I signed up for. I was advised to write you a letter concerning myself. I quit school in the 8th grade. No body influenced my quitting. I thought I could get a job. I now realize, I didn't then, that you have to have experience and an education to get a job. I signed up for body and fender work but I really would like to take welding."

Rickey --- 7th Grade: "My first choice of training is welding and the second choice is that I would like to be a bull-dozer operator. My likes and dislikes are --- I like most anything that is good and care nothing about the bad. Well, this is all I know to say. So long until we meet again."

George --- 8th Grade: "I told you that I would like to be a mechanic and work with wood but I would rather be a mechanic and learn to weld. I can't think of much, but I wrote to you to let you know I would like to go to the school. I have a buddy who is about 21. I told him about the opportunity. He said that he would like to go to the school."

Lonnie --- 6th Grade: "Will you please let me know when and where I will have to meet you. I heard that you are having a meeting at the Memorial building. If so, let me know. I have been very busy helping with the work at home and would like all the information I can get. So will be looking for a letter from you real soon."

Douglas --- 6th Grdde: "I quit school because my Daddy is sick and hasn't walked for 12 years. He is in a wheel chair and I have to help out at home, and too because I couldn't do some of my school work. But if it is so I can, I would like to go to school this summer if I can at all. I am sorry that I told you that my sister didn't finish the 7th grade. My mother said she did."

William --- 8th Grade: "You said that you would like for me to drop you a few lines. I sure enjoyed talking with you. It sounds like a good thing, I hope I can enter and do good. My name is William but they call me Bill. I was doing good until I went in the third grade. After about seven months I was hit by a car while on my way to school. I was delivering papers for my cousin. I got my jaw broken, my leg broken and my skull fractured. I am lucky to be here. I was off the rest of the year. They promoted me to the fourth grade. They said if I failed the fourth grade, I would go back to the third grade. I went on to the 9th grade and then I quit. I went to Trade school some this year. I took up Welding for a while. I decided to take up Sheet-metal and I got confused with my drawings, so I quit it all. This summer I would like to take up welding or mechanics."

Larry --- 8th Grade: "I am writing to you as you asked me today. I dropped out of school mostly because I got so far behind in my studies and because I had so far to walk and the snow gets pretty deep down here. I am still interested in what you told me about the school. I can't think of nothing else to write about now. But I wrote a letter."

KEEPING THE BALL ROLLING

It took six weeks to complete the interviews. The boys who were visited during the early part of the visitation period might have forgotten about our plans. Time would not permit another visit so the following letter was sent to each boy:

"Just a note to let you know we haven't forgotten you. We have enjoyed your letters. Most of you remembered to write. Perhaps the rest of you could find time to write that letter as you promised, it is still not too late.

We have just finished our visitation program. We have found you boys in every nook and corner of this county. We have enjoyed visiting with you and your parents, of finding out about your problems, your reasons for dropping out of school, and most of all we have enjoyed helping you plan for the future.

Everything is moving along according to schedule. We are now planning for the classes, selecting the teachers, setting up transportation, and securing the equipment...so, boys, we are moving.

We thought we might be able to start classes June 1, but it now appears that we will not get started until June 11. This will give us 12 weeks. Long enough to learn a lot if we just set about to do it.

Boys, I noted in the paper where Governor Barron explained this program at one of the meetings he attended while on a visit to Japan...so, you see, even now, before we are really started, the news has traveled to the other side of the world."

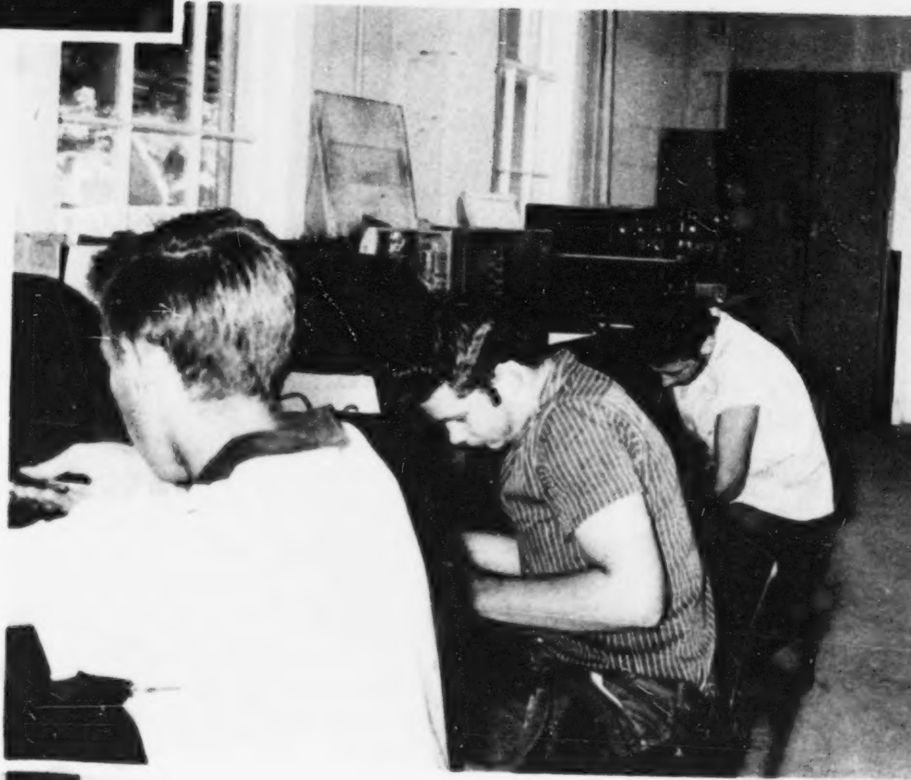
SELECTING THE COURSES AND BUILDING THE CURRICULUM

As a part of the interview, each boy gave his preference of training, first choice, second choice and third choice. The whole field of job opportunities;. in relation to the boy, his family and other local factors, helped to

THEY WERE READY

FROM THE FARM

TO THE WELDING SHOP



THE RADIO CLASS

OR TO WORK ON CARS

guide the boy in his selection of area of training. When asked what area he would like to be trained in, the boy would usually ask what classes were available.

One hundred forty-nine boys were interviewed. Their choice of training was:

Electricity	11
Store Clerk	1
Radio - TV	11
Machine Shop	12
Welding	16
Printing	1
Auto Mechanics	60
Service Station	26
Furniture Repair	3
Sheet Metal	4
Building Trades	4

The first choice and class preference was to be changed many times before the actual training got under way. Many boys switched classes three and four times before the twelve weeks training program was over. In some instances it was not practical to set up classes for two or three students, while in others there were no facilities and in still others classes could not be established due to existing regulations.

To make a long story short, the training program started with four classes in Auto Mehcanics, two classes in Welding, one class in Building Trades, and one class in Electronics.

The matter of building a curriculum presented some problems. There were many unknown factors: What type of instructors would receive the best response? How rigid should the discipline be? What would be the range of ability?

We knew many things about the boys. Their average age was 16.4 years. The average grade completed was 7.7. The average reading level was 4.5. Many other things were known, however they were of very little value in helping point the way to a curriculum.

A curriculum for each class, based on the following factors, was adopted:

a. To make each class a doing class. (Minimum reading and lecture)

b. Make each class practical and moving.

c. In every area, start with simple activities and move as rapidly as possible.

d. Be certain the class understood the purposes for each activity.

e. Plan for a six hour day, five days per week and for a total of twelve weeks.

The 3 R's:

Plans were underway to have a definite instruction period each day in the areas of reading, writing and arithmetic. This was to be accomplished through the help of a traveling teacher for each three or four classes. This part of the program was to start when the boys were ready to accept this type of training. We were never able to get this part of the program off the ground, however, there was a definite need. The 3 R's part of the program should have been started the first day. We were afraid to attempt this phase of the training after we noted the need, for fear of distrubing the basic program.

A typical days activity in the Job Preparation Program can be illustrated by giving the schedule for a typical day in the Welding Class:

8:30	Roll Call and securing tools
8:30-8:45	Discussion of plans for the day
8:45-9:45	Showing and explaining the weld for the day (preparation of work and welding terms)
9:45-10:00	Rest Period (Better known as smoke period)
10:00-12:00	Practice running beads
12:00-12;30	Lunch
12:30-1:00	Study of welding symbols and math involved in welding
1:00-2:55	Practice in Welding
2:55-3:00	Put up tools
3:00	Roll Call and Dismissal.

FINDING INSTRUCTORS AND GETTING THEM READY TO INSTRUCT

Four instructors in Auto Mechanics, two instructors in Welding, one instructor in Building Trades and one instructor in Electronics were needed. We were faced with the duel problem, of finding the instructors and of getting them ready to instruct. Limit of job opportunities, and difficulty of finding instructors for a 3-month temporary program.

It is not necessary to go into detail regarding the matter of locating the instructors, although this did pose a real problem. It is necessary, however, to discuss the getting ready process. The decision had been reached, that no one would work in this program as an instructor unless he showed a sincere desire to make it work. No one was to get in the way of the program.

Each instructor was to plan for each day and to carry out the plans, even under adverse circumstances. The instructors were to make each boy feel that he is important . There was to be class instruction, but more important, there was to be individual instruction. Each instructor was informed of the daily supervision from the director and his assistant. To make a long story short, the matter of working as a team in the daily supervision of the program proved to be an important factor in the success story.

BUILDINGS AND EQUIPMENT

The County Vocational School and Bluefield State College provided buildings for all classroom space with the exceptions of 3 classes in Auto Mechanics. Two of these were made available, rent free, through the cooperation of Mr. Andy Clark of Andy Clark Ford, Inc. Mr. Tony Mamone provided the building for the other class.

Tools and equipment were purchased or rented with funds made available through the program.

GETTING THE BUS DRIVERS READY TO WORK IN THE PROGRAM

Regular school bus drivers and buses were used in this program. The bus drivers were selected by the Transportation Supervisor. Five buses, plus additional special transportation was to serve the program. Each bus driver was made to understand his individual importance in the total program. Each bus driver was to serve, in addition to his driving, as a counsellor and as an attendance director. It was understood that he was to be a very important person to the boys. He would see that they got to class even if it was necessary to get them out of bed. He was to be their friend and to keep the importance of the program before them. The bus driver proved to be one of the stronger links in the program.

THE BUS SCHEDULE

Transporting pupils from all sections of the county to central locations and maintaining a time schedule was next to impossible. This provdd to be one of our major problems. Some of the boys were away from home more than 11 hours. The schedule had to be changed and changed and changed. Keeping in mind that nothing was to get in the way of the program made it possible to bridge this gap and to move on. Perhaps the selling job helped, as the boys had a feeling and a belief that this training was important and they were willing to sacrifice to make it possible.

It might be interesting to note the step by step procedure of setting up the bus schedule:

1. Secured a large road map of Mercer County and made it into a tack board.
2. Used tacks of different colors for the various classes.
3. Located each boys' home on the map and identified the class that he was interested in by means of a colored tack.

HELP WILL BE NEEDED, ASK FOR IT NOW

Interest in the Dropout Program continued to grow. Television programs, speeches before civic and professional organizations and the day by day news stories were keeping the public informed. Soon individuals and organizations would have to help in a material way if the program was to be successful.

Buildings, equipment and training centers would be needed. Boys would need jobs when the initial training program was over. To keep the county informed as to these needs, the following letter was sent to Mercer County Business and Civic Organizations and to the Press, Radio, and Television:

Princeton, West Virginia

May 23, 1962

TO: Mercer County Business and Civic Organizations

TO: The Papers, the Radio, and the Television

TO: All those who are interested

Mercer County requested the Job Training Program for School Dropouts. Every segment of the population in this county has shown an interest; school people, clubs, churches, fathers and mothers, high school students, and most of all, the actual dropouts.

The first phase of the Job Training Program for School Dropouts has been completed. One hundred and forty-nine boys, all those in Mercer County who are 16 and 17 years of age and who are out of school and have not graduated have indicated a preference for job training. One boy for Store Clerk, twelve boys for Machine Shop, sixty boys for Auto Mechanics, twenty-six boys for Service Station, elevem boys for Radio and Television, four boys for Building Trades, three boys for Furniture Repair, four boys for Sheet Metal, and one boy for Printing, sixteen boys for Welding and eleven boys for Electricity.

The value of this study, we hope, will reach far beyond these hundred forty-nine boys. The WHY of their dropout can point to the WHY boys and girls drop out of school all over the nation. Thus, we are searching for the answer to our nation's number one problem. The information we recieve through this study might point the way toward the solution.

Before this program ends this summer, the eyes of the nation will be turned toward Mercer County, West Virginia, for this dropout problem is a national problem. This is the first time a program such as this has ever been attempted in this country.

So you see, we must not fail to make this Pilot Study a success. We must work together to give the training program color and value and to find employment when the initial training is over.

The success of this program, so far as these boys are concerned, and perhaps the general public, will be determined by the number of these boys who recieve employment or return to school this September after the Job Training Program is completed.

Will you please help carry the ball over the goal line here in Mercer County? The fruits of this victory will be enjoyed throughout the nation by making high school graduation the goal of would-be dropouts as we move into the future.

Let our goal be, "A Job For Every Boy Who Completes the Training Program." What will you do to help?

Sincerely,

James B. Deck, Director
Job Training Program
for School Dropouts

THE SECOND PHASE

THE TWELVE WEEK JOB TRAINING PROGRAM

Although we had two months time to set up the Pilot Job Training Program for School Dropouts in Mercer County and we had the offer of help from all County and State Educational agencies, we were not ready when the first class day rolled around.

WHY WERE WE NOT READY?

a. Because this was to be a temporary program, there was no competition for teaching positions. There was not enough time for teacher training and we were not sure of the kind of training or direction they should have.

b. Classroom or shop space was not available in some instances until the day before the actual classes started.

c. Because it was not practical to call the boys together to discuss any changes in their choice of training area, there were many requests for change during the first two or three days.

d. Tools and equipment had to be rush ordered and some of them were not in for the first day.

e. Transportation was a real problem during the first week and special transportation had to be planned for many of the boys.

f. The attitude of most of the boys seemed to be, here we are, what are you going to do about it. They seemed to be looking for some miracle to be performed. (The miracle was performed, but it took a lot of doing and a change of attitude on the part of the boy and on the part of the instructor.)

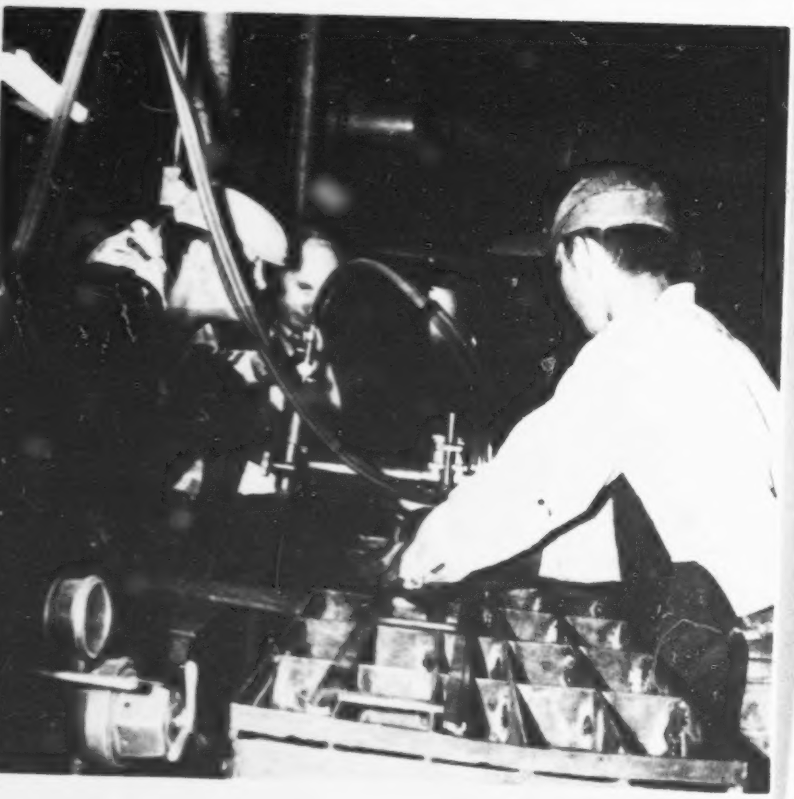
We could not take advantage of the help that was offered because we did not know what help to ask for. As this was a Pilot Program, we had no place to go for answers. There have been many studies about the Why of dropouts, the Who of dropouts and the Where of dropouts, and to a certain extent, the What of dropouts. And, there have been some dropout training programs, where the emphasis was on training in a particular field. But to set up a Job Training Program for all boys in a county who were 16 and 17 years of age, who had dropped out of school, and to give them a choice of training areas and to make the Job Training compulsory was something new. So, we had to find the answers by trial and error.

The "picture" of the individual boy, his home and school background, his present and past environment, his ambitions, his fears, his likes and dislikes, served to point the way for this training program. This "picture" came into focus when the Director and his Assistant visited the boy in his home and planned with the boy and his family for his summer training. The principal, the teacher, the attendance director and the boy's Permanent Record added further light to the picture. We were guided away from formal tests as a means of placement; into interest choice as a means of placement.

THE CLASSES START

After a little more than two months of getting ready, the training program gets underway. Thinking back on those first few days, we doubt if we should use the term "get underway", for by the end of the first class day, we knew that not nearly enough planning had taken place. The instructors were not ready to understand the boys. The boys were ready for action, they wanted something to work on and something to work with. They were not ready or willing to listen to plans. They wanted to be busy, now, today.

This was the first time the boys had been together and in most instances they were not acquainted. They were more eager to listen to and to entertain each other than they were to listen to the instructor. We were not ready for this turn of events, in short there was confusion.



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The director and his assistant hurried from one class to another, attempting to bring order out of confusion, helping where help could be given. The matter of getting through the first day seemed to be the challenge. If the program was to move, the boys must have a change in attitude. How could we shock the boys into reality? How could we make them see themselves as society saw them, and make them understand they had a responsibility in this training program? The following word picture helped to do this. It helped to do even more, for there is a feeling that unity of purpose and a desire on the part of the boys to make the program work came to life during this reading:

"Today you boys go on trial. You have been condemmed by your school, by your community and by society. You have dropped out of school, the thing you have in common. Society has judged you and you have been found guilty. You have been judged a bunch of "NO-GOODERS". Those who have judged have not secured the facts in the individual case. They have not made it their responsibility to find out why; just why you dropped out of school. You have been labeled "Knuckle-heads: and "Dumbbells". You cannot be trusted, you are lazy, you have no ambition and you have no desire to do anything good. We have visited your homes and we have talked with your people and we know this is not true, but you will have to prove this to society.

Today, you go on trial, not as a group but as individuals. As individuals, you will serve as your own defense counsel. You will prove there is no such thing as an average boy or an average dropouts. Each of you are individuals and as individuals you will plead your case, by your conduct, by your ambition, and by your progress during this twelve-week training period.

The law states that a person is innocent until proven guilty. You have been judged guilty. You boys have been judged guilty of being "NO-GOODERS".

You boys are individuals, evetything about and everything that has happened to you is individual. So as individuals you go on trial. Let "SOCIETY" weigh the evidence. Are you really "NO-GOODERS"?

During the reading, every boy listened. We think they listened with their hearts as well as with their ears. We think this was a time of decision for them but we will really never know.

Every day of the program was filled with challenges. There was never an easy road or time to relax. Problems had to be solved and decisions had to be made, not tomorrow or a little later, but now. Let's look into the activities of the first day:

Transportation was a major problem today. To cover the county with five buses seemed impossible, however it had worked out on paper. One hundred twenty-five boys were present the first morning. They thumbed in, they came with their parents, they walked in and some even caught the bus. Problems in transportation were not ironed out when the day ended. The boys came dressed as if for Sunday School and not for classes in Auto Mechanics and Welding. The first day was planned for a full day for the buses would have to take care of the regular school pupils, as it was their last week of school. This proved to be a bad move for some of the boys left at noon and did not return, while many of the others drifted in and out.

The instructors should have been on the job two or three days before the boys arrived, getting ready, and then they would not have been ready. In the auto classes there were no "Things" to work on and it was important to have plenty of use for the new tools. The tools were checked in, sorted, graded, and placed on tool boards. This activity was to take the greater part of the day but it took only a short time. The boys needed to work. They were ready to play if some other challenge was not presented, and they did play. Their habits of smoking, language usage and general feeedom had been well formed. The class-day finally ended and we started planning for tomorrow.

Other days were to follow with just as many problems left unsolved. Let's take June 12th...the end of the second day:

Some of the problems in transportation seem to be working out. Thirty-four boys in the Princeton Auto Class was the big problem. Plans are underway to divide the class, however, there is no building to house the class and the instructor will be hard to find. Tools to work with and "Things" to work on presents a real problem. We have been able to secure some old cars and motors from auto dealers and some of the boys have brought in their cars for repair. Things look a little better in this direction.

Some of the boys in the Bluefield State College Auto Class defaced the toilets at the college. We had a conference today with the boys about this matter. We are not sure of the cause but we hope we were successful in making them understand that activity such as this will make a training program impossible and this was the type of activity that society expected of them. The protest note read: "Your Dropouts boys have destroyed more in one day here at the College than the regular students have in years." This was an exaggeration for the boys cleaned up and repaired in short order. Anyway, the person who wrote the note was not in sympathy with the training program when it started. He was a real booster by the time the program ended.

Before the boys were acquainted with the work on one class, they wanted to transfer to another. We were ready to let them transfer for we were anxious for them to be satisfied with their final choice.

Minimum Wage and Hour Laws made it necessary to close out the classes in Furniture Repair and Newspaper work and to transfer the boys to other classes.

Any problem that concerned the boys, where there was an element of choice, had to be worked out with them. So the matter of dividing the Princeton Auto Class presented two problems. In the first place, additional transportation had to be provided, and second, half of the boys had to go to Bluefield The boys did not want to ride the bus to Bluefield for this would cause them to leave home earlier and they did not want to leave the Princeton instructor.

Special tools and special equipment was needed in the Automotive Classes. It was difficult to locate these things immediately and to take them where they were needed, so there was a constant rush to be everywhere at one time. Equipment for the Electronics Class was late in arriving. It was found not suitable for the class and other material had to be found.. These and other problems, of attendance, discipline, lack of respect for property, and personal habits of the boys, kept the staff on the run to stay even or just a jump ahead of the class.

The greater part of the supervisory time during the first week was spent in three Automotive classes. The instructors in these classes did not have any prior teaching experience or teacher educational background. They were good mechanics and they were willing and anxious to do a good job of instructing but they were needing a lot of help. The other five instructors were experienced teachers and they understood the techniques of organization and instructing, however, as the program moved through the twelve weeks, we had an opportunity to compare results of teaching. The ability to understand boys and to lead them was the key to successful teaching in this Training Program.

The first week of the Training Program has ended. It is difficult to note what progress we have made, if any. Just what have we found out about the boys during this week? Are we on the right track as we attempt to lead them and to give them choice? Or, should we take the other track and attempt to drive and to dictate? These are big questions just now. What were the major problems encountered during the first week? How were they solved? What are the prospects for a successful program?

This morning, June 15th., there were 115 boys present in the eight classes. This is encouraging, taking into consideration the desire on the part of the boys to be free to roam here and there, to fish, swim and to stay in bed.

Transportation is still the major problem. Bus drivers have been most helpful. They have gone out of their way, both in time and interest, so we think we are on the way out.

We were unable to locate an instructor for the Andy Clark Ford Class until 1 p.m. today. Much of the interest and enthusiasm has been smothered by this delay in getting the extra class started. It would have been wise to have taken a chance and established this class, to start the first day, rather than waiting to check the enrollment.

At this stage of the game, I would not be sure that we will be able to hold the interest of these boys and keep them in school when everything and everyone seems to be pulling the other way. The urge to make money, to work as Carry-Out boys, Car-Hops, and the other summer-time jobs is strong. The paid Job Training Program being conducted here in Mercer County, in the same building, has caused some discontent. We have moved over, under and around all of these problems. We have pointed out to the boys the importance of securing temporary employment. Through the Press, Radio, and Television, we have been able to keep this program before the boys, their parents and the general public. This publicity seems to be paying dividends for people back home are telling the boys how important the training is and other boys are asking about joining the ranks.

From the first day, student attendance has been a major problem. This problem would not exist if the following conditions were met:

1. Plenty of Teaching Aids in every shop
2. Adequate Shop room
3. Trained instructors with a Plan
4. Ample transportation

Shop programs are at their best when there are plenty of things to work on and tools to work with. Most boys are interested in shop classes because they are anxious to work with their hands. They don't want to play the waiting game. They have a desire to move about, they want elbow room, in short, they want freedom. The instructor must be trained in the skill he is teaching. He must be enthusiastic about his work. He must have an active class, a doing class. The instructor in any shop who fails to keep his students busy in an active, planned, program is asking for trouble. Finally, for those students who ride the bus, the length of the school days should be as near that of the non-transported students as possible.

There was a feeling that pupil attendance would be in proportion to pupil interest and it would not be influenced by attendance laws or by force alone. It was thought that the success of the program would depend upon the growth of this interest as the training program progressed. The boys must be present for this growth in interest to take place, thus the problem.

How to get the boys to attend class without resorting to force and to keep them in school long enough for their interest to take roots was the problem. We decided to show so much interest in the students that they would attend classes out of gratitude. The bus drivers, the instructors and the directors decided to make this psychology pay dividends. In the first place, the instructors could not teach the boys unless they were in class, so the bus drivers, with the help of the Director and his Assistant made sure the boys were in class, even if it was necessary to get them out of bed and this was the case, time and time again. The boys were surprised at first, that someone would be so interested in them. In the beginning it was funny to them and they would tell the other boys about the bus driver getting them out of bed. After the initial shock, they were ready with their thanks, and soon they learned to be on their own. The other part of the plan was for the instructors to make the work so interesting that the boys would want to be in class every day.

There was a determination that nothing and no one would get in the way of the program. It was also understood that the Director would make the final decision if a student was to be dropped.

Going the extra mile was common practice in this training program, but it paid off in the end. Often the trouble maker of the first week was the best trainee when the program ended, or the boy who seemed to "bug" the instructor most, was the boy who found a job first, or made the best score on his Armed Forces Entrance Examination or he might have been the first one to decide to return to school. Going the extra mile with the boys paid off in this program and I am sure it will pay off during the regular school term.

A BROOKLYN TEACHER OBSERVES THE PROGRAM

With less than two weeks of classes recorded since the West Virginia Pilot Program for School Dropouts in Mercer County began, it was already serving as a guide for future similar undertakings in other areas of the United States. Mr. Dan Zaccaginini, a 29 year old Brooklyn, New York resident, and graduate of Columbia University Teachers' College, was in the county observing the Dropout Training Program and studying the problems involved. Mr. Zaccaginini was to serve as work supervisor and coordinator of the Dropout Program in the Bedford Area of Brooklyn which was scheduled to begin operation in September. Zaccaginini had nothing but praise for the operation in Mercer County. He said the operation in New York would be similar to the Mercer County Project in many ways. About fifty percent of the students in the Bedford Area drop out of school before graduation. He had this to say about the dropouts: "The dropouts in the Bedford Area fail to obtain employment and are idle making them potential trouble makers. The area is dangerous to walk through, even during the day." The Bedford Program was to be financed by the YMCA, and the facilities of a trade school, already in operation would be used to train dropouts.

MEMBERS OF THE STATE COMMITTEE VISIT THE PROGRAM

WE HAVE JUST BEEN ON A LIVE TELEVISION PROGRAM

AUTOMOTIVE GROUP LEADERS DISPLAY THE NEW TOOL

From the thousands of unemployed school dropouts in the area, a group of 20 will be selected for each cycle's training which will run for four months," he said.

THE PROGRAM MOVES INTO THE THIRD WEEK

Let's look into the activities of the program at the end of the second week and for the next several days and watch the program unfold.

JUNE 22: (From the Director's daily notes)

Everything looked good yeaterday --- it looks even better today, We visited all of the classes and found the attendance good and the spirit and the enthusiasm on the part of the students and teachers to be excellent. Ted and I discussed the day's happenings and we decided the program was off the ground and that it would be our responsibiltiy to keep the ball rolling by keeping materials available, by visiting each class every day and by looking after any attendance problems.

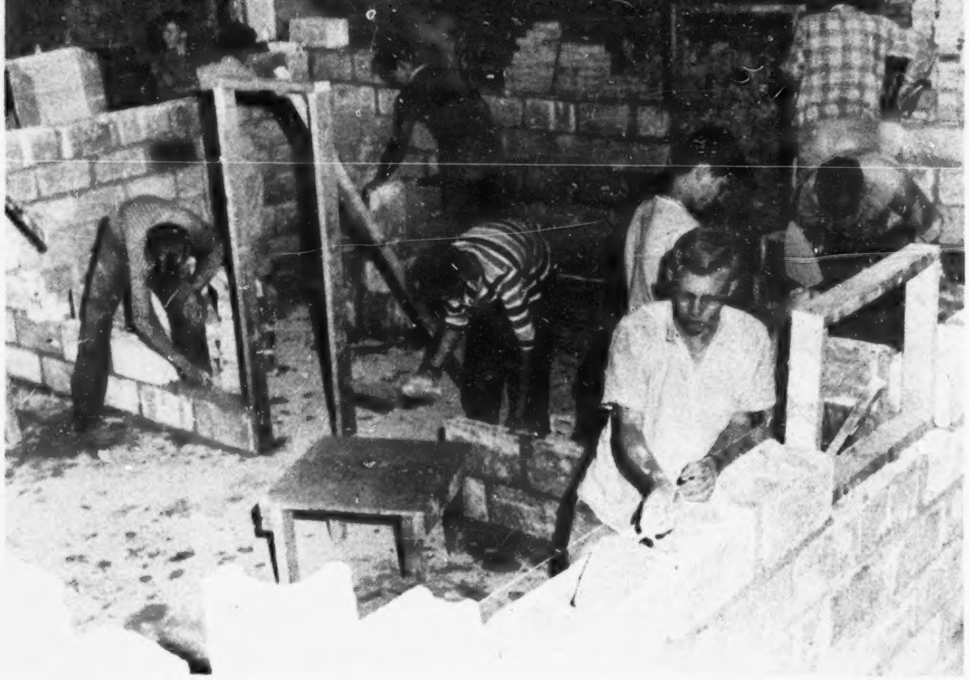
One of the boys had been absent from class two days. The bus driver explained the importance of the training program and urged that he not be absent any more. "I have a little still back in the woods", he said,"I am making a little run just for my own use and I will be back just as soon as I finish." This was the last we heard about the still. Larry attended classes regularly for the remainder of the training program. Perhaps he is on a welding job somewhere because he received the First Class Skill Certificate in Welding.

Perhaps the strongest thread in our program is the fact that we were not willing to mark a boy off the roll. We gave him as many chances as he would take. Often we were on the verge of giving up on an individual, and then we would make one more effort, and then one more. Tom, who lived in a little house at the end of the road, wanted to be a welder. He lived seven miles from the bus stop. His brother brought him out to the bus for several days and then Tom was absent. The evening of the second day of his absence, we drove to Tom's home to talk with him, his father, mother, and sister. Everyone was anxious for Tom to continue his training. There was no money to buy gas for the old car and the car license was due. We had to take the choice of telling Tom we were sorry transportation could not be arranged for him to attend the Welding Class, or we could plan with his brother to take him to the bus. His mother spent all of her egg money, the only money in the house for gas which had been used in the car the previous week. We left $5.00 to buy gas for the next day or so and promised to pay $2.00 per day for each day Tom was in school. The total amount would be just a little more than $100.00. How much is one boy worth in dollars and cents?

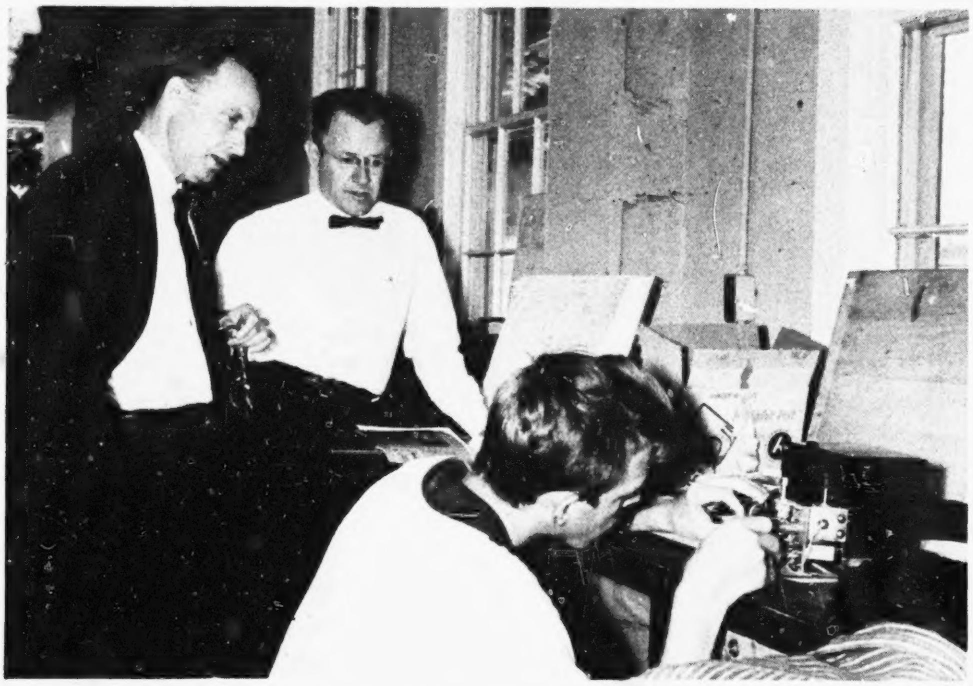
JUNE 26: EARLY MORNING MEDITATION

The rain has been peppering down for several hours and I am thinking about Tom and how he will get to the bus this morning. The road will be slick and muddy and the little stream might be so high it cannot be crossed in a car. Perhaps there are other problems for the house leaks and the family might have very little for breakfast. Tom must leave the house before it is light enough to see if he is to be in class today. Should we expect him to be there when all these obstacles are blocking his way. How much does the average teacher worry or think about these problems? Perhaps he should not worry, but he should be concerned and he should know about them. The teacher, on the average, leaves a well lighted, comfortable heated home, steps into a warm car and in a few minutes he is at school. If the teacher is to help a student like Tom, he must understand his problems and he must be sympathetic toward them.

This has been a doing program. A training program filled with trial and error. Problems have been solved on the move and decisions made on the spot. There was no place to go for the answers and the program would not hold still to give time for conferences...so there is only one way to explain the "Bold



WE LEARN TO LAY BLOCKS BY LAYING THEM



THE RADIO IS REPAIRED AND THE TECHNIQUE IS DISCUSSED

FRIENDLY SUPERVISION

New Venture", and that is to re-live the day by day experiences, so, let's move along.

JUNE 26-27: SPECIAL PROBLEMS AS WE MOVE ALONG

This has been a long day. It is now 10 p.m. and I am just getting in. I have been to visit Ed this evening. Ed left the Automotive Class yesterday after the instructor accused him of stealing a tool, and he was not in school today. I asked the instructor if he was sure that Ed took the tool, and he was not sure. The instructor might have been drinking, which could account for his actions. After talking with Ed and with his family, he decided to return to class. (The tool was found in the parts pan, that day.) Nickey and Ray were not in school this morning. I went to their homes, got them out of bed and waited for them to have breakfast. Is this going too far? I think not for these boys need a lot of help. Ray lives in a little two room house with his mother and his nine brothers and sisters. He was asleep in the loft when I visited his home and I had to go outside to call him out of bed. Nickey's father died about a month ago, leaving his mother and some young brothers and sisters. They have no income to repair the shanty-like house or to buy the necessities. So Nickey and Ray could be more concerned with these problems than they are with the matter of schooling.

James, who lives several miles off the bus routes, had no ride today. His mother was so interested in his schooling she walked several miles to a telephone to report the matter.

JUNE 27: WEDNESDAY

This has been the day. I went to the Andy Clark Ford Auto Class early this morning to smooth the way for Ed, who returned to class. The instructor was late and looked as if he had been drinking. He said he had slept late but it wouldn't happen again for he was going to get an alarm clock. I cautioned him again about his personal habit and helped to get the class underway.

On my return trip from Bluefield about 1 p.m. I stopped in the class again. The instructor was gone out for lunch and had not returned. The boys were looking at me with that what now look, for I am sure they were aware of the problem. This was rather a difficult situation. Mr. Jones was a good instructor and the boys liked him. I got the boys together and talked over the matter, explaining the difficulty in finding qualified instructors. I told them it would be necessary to let Mr. Jones go if he was drinking. Mr. Jones came in about 1:30, showing the old habit had gotten the best of him, He said he had gone down the street and the time had slipped by. I informed him that he could not teach class any longer, and then we discussed the matter of pay. Just as he was turning to leave one of the boys called and ask if we might talk the matter over before Mr. Jones left. The boys were anxious to give the instructor another chance. I was really on the spot, for the matter of another chance was one of the motivating forces with reference to the boys. This idea would be destroyed unless the boys were satisfied with the decision. I asked Mr. Jones to join our discussion, and informed him of the boys desire for him to have another chance. There were no ill feelings and another chance would make no difference, he said. He told the boys about the problem that he must live with, and the matter of loosing a job was not new to him. The boys understood becuase they were a part of the decision.

More and more the problem of attendance creeps in, it is next to impossible to hold the attention of these boys when all the other boys are out playing. Could this program be operated during the regular school term, using the same transportation and the same hours?

JUNE 28:

This day has gone very well. The task of keeping tools and materials to four Automotive Classes keeps us running. Ted spent the day in Cotton's class helping to plan activities which would lead into a more diversified program of instruction to capitalize on individual interest. This type of supervision was necessary throughout the training program because they made it possible to take advantage of the skill and knowledge of the instructor by applying accepted fundamentals of learning.

We think the new instructor will be fine. Andy Clark was ready to come to our rescue again for he had planned to let us have one of his shop foreman if we were unable to find a replacement today. The problem of purchase orders and the matter of following buying regulations has caused some difficulty. You can't keep a program such as this moving and follow any pattern. You must make your pattern, your rules and your regulations as you move.

JULY 2:

Plans were formulated for classes for Service Station Attendants today. Representatives of Ashland Oil, Texaco and Gulf worked with us in planning a training school that would give each boy enrolled in the Automotive classes one week of intensive training in the philosophy, psychology and general techniques of service station work and one week of actual work in a service station. Each of the oil companies will furnish one instructor and pool their training facilities.

There are 100 boys in class today and this is good considering the rainy weather and the 4th of July week. Nickey is in jail. He interfered with the arresting officer because he thought the arrest was unfair. We went to see the Justice of the Peace and the Jailer and then we went to see Nickey. He wanted out. We think he might have learned a lesson. How far can you go?

JULY 3:

Attendance is good today. The boys were pleased to learn of the Service Station Training Program. They have been promised employment if they complete the training. This activity will hold their interest. Perhaps in a few days the boys will begin to see the real purpose in this whole training program and

then we can relax the attendance punch. Now, we must be anxious for every boy's daily attendance and we must check and double check each morning and evening.

Six of the boys were on TV today. The regular TV program each week has helped to make the training program important to the boys and it has helped sell the idea to the people, especially to the boys' parents.

Nickey had to spend the night in jail because arrangements could not be made for his release yesterday. I went to see the Juvenile Judge about Nickey's problem. The Judge is a fine person and he is very interested in teen-age problems. Plans were made with the Judge and with the probation officer to give Nickey another chance. We went to Nickey's home this evening and talked with Nickey and his mother. He said he had learned his lesson, and he planned to be in class the next morning. So ends another day.

JULY 6:

The end of the 4th week. This has been a good day. The only problem was in the Andy Clark Ford Class. The boys greeted me with, "We are going to strike." "We don't want to do janitor work." The instructor had the boys washing the floor and cleaning the shop area. We had a meeting, in the conference room, with the boys and their instructor. We discussed the importance of keeping the working area clean, and pointed up the fact that this was a very necessary part of their training.

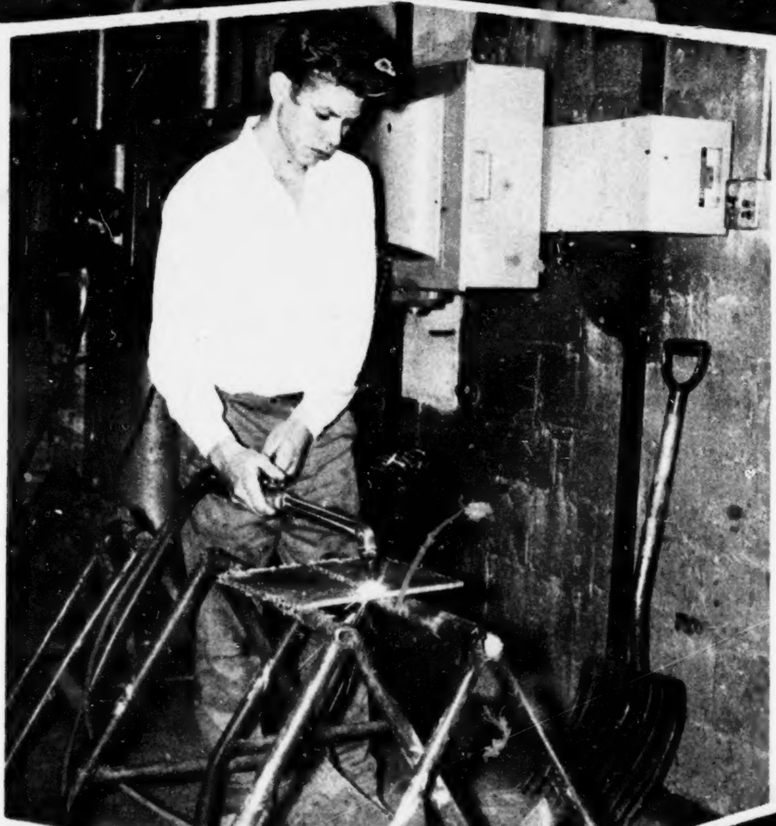
This new instructor has failed to secure the cooperation of the boys. He has failed to sell himself as their friend and helper. He has the idea that he can drive the boys rather than to lead them. The instructor seems to have been off base a little, in his use of language and in his attitude toward the boys. He will have to gain their respect and become their leader or he will never be able to hold them.

BILLY FINDS HIS PLACE

Had a most interesting and rewarding experience today. The front wheels on my car seemed to be bumping. I pulled the car into the auto class at Bluefield State College. Billy checked the wheels and found them to be out of balance. With the help of the other boys, he balanced the wheels, and put the necessary weights on. He used the balancing equipment and explained the process. Bill is happy in his new learning situation. Perhaps for the first time he has a feeling of accomplishment. I asked Billy this question. Do you remember the first day I visited you? He remembered what his brother had said on that occasion. "There is no need to fool with Billy, he can't learn anything." "But now I have him some", said Billy. "I can ask him a lot of questions he can't answer." Billy had dropped out of school during the 7th grade. He has a serious speech impediment, perhaps his major difficulty. Anyway, this is an example of what can be done.

On the way out of Bluefield, I picked up two high school boys who thought this was a most wonderful program. They had visited the Matoaka Automotive Class and remarked about how lucky the boys were to be able to take this training. They said they would like very much to be in the class but would hate to drop out of school. The interest in the program is keen and the boys were free with their compliments.

Every class day in this Training Program was an action day. There was never a moment to relax or a time when we were sure the program would continue for the full twelve weeks. Anyone of several situations could have rendered the program unsuccessful. A fatal or near fatal accident in any class would have been a serious jolt, as the boys were not covered by compensation nor did they have any form of hospitalization. (Hospitalization or accident insurance should be a must for any future job training program.) Any serious discipline problem, not settled in the right manner, might have crippled the program.



JULY 9:

There was trouble with attendance in the Building Trades Class today. A pocket of boys from the Coal Mountain Area were not present. Attendance of these boys was in question from the initial interview. Distance from the main road plus the matter of environment and background seemed the main problem. We will plan to visit this area tomorrow. I was surprised to see Jody in class this morning. It has been difficult to capitalize on his interest. Actually he has not been present more than five or six full days during the program. He has been present for only a short time each day. He seems to know a lot about auto mechanics in the Ford Garage. He will be working in the area of transmissions. Jody has asked for this opportunity, so we will see if this works.

I had a long meeting with Cotton after the boys had left his class. "This has been a tough day," he said. He had been unable to keep the boys busy because there wasn't enough things for them to work on. It seems impossible to give all help that is needed in all areas.

Ted and I went to Bluefield this evening to get a car from a Used Car Dealer. We have the promise of another tomorrow. Because of this Cotton will have a better day. He had to "chew" one of the boys out today and the boy went home before the class day ended.

Charles went to work as a Bell Hop in one of the Princeton Hotels. He asked that we come and visit him. We will mark him off the roll and hope we have been of some help.

The Bluefield and the Matoaka Auto Class seems to be gaining ground in their daily activities and organizations. The Bluefield class started with theory and went to practical while the Matoaka class started with the practical and went to theory. Both instructors are good, so the approach doesn't seem to be the important thing.

Each instructor will make a written evaluation during the fifty week. They received the forms today.

The need for tools and more tools and special tools seem never to end. Keeping track of these tools is not an easy job. The boys are talking more and more about securing a job. Some are talking about going back to school this fall. Nickey was not in class today. He came up early and told Cotton he had to go to Bluefield, This is an indication of interest. The need to earn NOW is very strong with these boys as they are in need of spending money. What is the answer?

Time of year and trained instructors are two important factors in a training program such as this.

JULY 10:

Another day in the training program is history. Started out by meeting some of the boys at the Princeton Board of Education Bus Stop. The bus from Matoaka rolled in on time. Everyone seemed to be happy.

Picked up another car for Cotton's class today. Counted fifteen boys in his class this morning. Everything is fine. The boy who left class yesterday was back today.

I met with the bus drivers this morning to check on attendance. Four boys were absent. Four of the five bus drivers were doing a good job checking on the boys and making an extra effort to see that they were in attendance every day. The other bus driver was a little lax in this direction so we proceeded to make him aware of this. He promised to do a better job in the future. We arrived at the home of one of the boys about 11:30 and found him in bed. His mother said he had stayed out all night. We took him back to class. One of the welding instructors wanted to know how far we should go with discipline. "Not far enough to send them home," I said. Some of the boys were not honoring smoke break and some of them were leaving class early to catch their bus. This problem was caused by too little planning and failure to have a stimulating class.

A MOTHER'S REASON FOR HER SON'S ACTIONS

Ted reported some trouble in Cotton's class between Carrico and Johnston. Johnston did not want to be disciplined. According to Johnston, Cotton had threatened to slap him. Johnston left class at noon and did not return. I went to his home this evening but Roger was not there. I had an opportunity to talk with his mother. She showed me the pictures of her four older sons who had died of Palsy. Each of the boys lived to be near twenty. She said she had four wheel chairs in her home at the same time. She was sure she had spoiled Roger and now she was unable to do anything with him. Roger was injured in a fall when he was a little boy and this had left him nervous. Anyway, she was afraid that something might happen to Roger as it had to her other sons. After talking with Roger's mother, I had a better understanding of his actions. When Roger came home, I talked with him at great lenght about self-discipline and about the importance of this training program. He decided that he would be back in school the next day and that he would make an effort to get along with Carrico.

I will take Carrico off the bus tomorrow morning before he goes to class and talk with him about the trouble he had today. I hope things can be patched up. Will go to Bluefield tomorrow morning to look about Johnny. So you see this matter of guidance and counselling never ends.

JULY 12:

Without the interest and cooperation of the bus drivers this program would fail. This fact is more in evidence as the days go by. One bus driver has not fully caught the spirit and we are paying for his lack of interest and enthusiasm, by hunting for the boys after they have failed to catch his bus. I think we were able to point the way today as we hunted together. Anyway, we will try another day or so. If he fails to show the proper attitude, we will find another driver.

I thought we had lost Tommy. He had wrecked his Dad's car and he was in difficulty with his father over some money. He informed Rev. Don Cale that he wasn't planning to attend any more and if we tried to make him come to class he would make us wish that we had never heard of him. We left the door open for him and he returned the next day. (Several days later he left the class and did not return.)

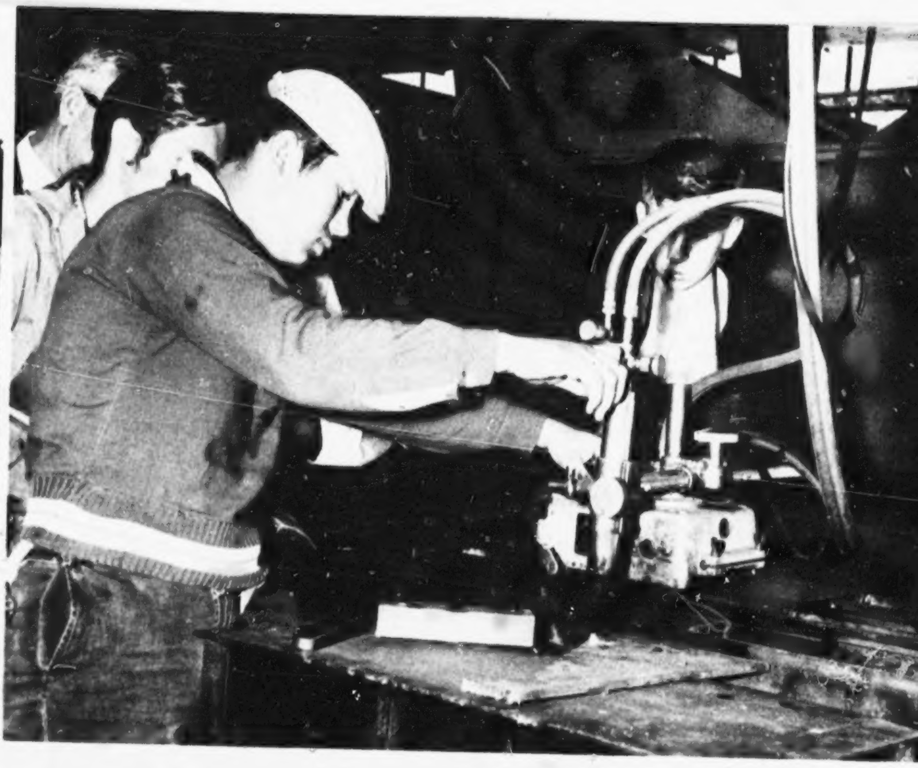
JULY 13: FRIDAY

Another day, another week. This has been one of the best days for the program. We have had no real problems. We started with 117 boys and we have 112 present today. Perhaps Jody has been able to work his problem out. He came to me this morning and said he would be in class from now on. If we can keep Jody's interest for these next seven weeks, he will have conquered his greatest enemy, that of self-discipline.

I had a conference with Earl, Billy and Danny today. These boys have been leaving welding class and going to a house a few yards from the school to visit. We went up to the 4H camp ground where we sat on a wall and discussed the matter. We talked about leadership and discipline and attitude and how they could help the program rather than harm it.

JULY 16: BRIGHT MONDAY MORNING TURNS INTO BLUE MONDAY EVENING

This is Blue Monday Evening. The day started off fine. Good attendance and the boys in good spirits. Called the roll in all classes, 109 present, Larry was absent and I had to get him out of bed. Spotted William in company with two boys who lookdd worse for wear. William said he had not been home and his mother did not know where he was. Gave him money for his lunch and took him to his Bluefield class and then I called his mother. Perhaps William is a good example of a "Sows ear staying a Sows ear," we will see. (We did see, William started taking more and more interest in the program and finished with a good record.



Cotton had a full class but nothing to work on. I took two of his boys to Bluefield to pick up cars from a Used Car Dealer. This will take care of his class for today.

All the boys were present at Andy Clark Ford. Jody was helping one of the regular mechanics. All the other boys were working on one motor. Mr. Smith said the garage was going to give them some more work. Everything was O.K. when I left the class.

I called the roll in the two Bluefield College Classes and noted that everything was fine. There was perfect attendance in the Radio Class at Glenwood and good attendance in both of the Welding Classes, so, everything pointed toward a good day.

At 11:15 a.m. I learned that the electricity was off in the Matoaka Shop and the boys had been sent home. This afternoon I learned that the Andy Clark Ford Class had no boys present for the boy's pick-up. That one of the boys was moving a T-Bird in the shop and damaged it about $350.00. That Mr. Jones had trouble with one of his students in the Bluefield College Auto Class. So, another day with a good beginning doesn't end so well. So, we wait for tomorrow to patch up and more on from there.

JULY 18:

Friday will end the first half of this Pilot Program. It looks better day after day. However, the every-day-on-the-spot problems must be settled. Most programs can be organized and with proper supervision will run but not with this Venture. We were running the first day and we expect to be running the last day, for there can be no let-up. The boys cannot be put in line and left to march. They must be led, they must be directed and redirected every day. However, we can begin to notice a decided change in their general attitude and in their desire to make this program work. Self discipline has not come easy to the boys, so we must be patient in our counselling and guidance activities. The slightest pupil-teacher difficulty, not properly checked, could destroy this program. We must keep in mind that these boys left the classroom once and we must assume, they left without the blessings of their parents. So, if we are to keep them in school this time, we must help them create a desire for more education and we must provide a teacher-pupil-school atmosphere condusive to individual learning. These boys have learned not to trust people. To change this attitude and rebuild a feeling of trust is a slow and difficult job, however, we think we are accomplishing this by example, by sympathy, and by understanding.

BILLY BURNS HIS ARM AND JODY GETS MARRIED

Billy burned his arm this morning while working in the Welding Class. One of the boys caused the accident by playing with a valve on the cutting torch while Billy was using it. The burn had to have medical attention, however, I think Billy will be back in school tomorrow.

Jody has a real problem now. He told me about having two extra jobs in garages and during evenings and a Saturday job. It was necessary for him to work now, he said for Saturday was his wedding day. He planned to finish this program so we could help him get a better job.

Bruce was out of the Building Trades Class today. He send word that he was not returning. The Parole Officer will call on him unless he is back in a day or so. I wrote him a letter today asking his reason for not wanting to be in school. I did not mention the parole officer for I wanted Bruce to come back on his own free will. I realized his attitude would not be good if he was foreed into class. (Bruce finished the training program and he is now in the Army.)

We have started getting some of the letters from parents and students. The letters are interesting and tell about the success of the program.

MOTHERS TELL THE SUCCESS STORY

One mother had this to say:

"I think you and every one who has a part in this training program are doing a good job. I can see great improvement in my son. I know he has learned a great deal. I hope when the school is over he will have learned enough to get a job. I think every young boy, everywhere should join this school and I think everyone should back this program." The son had this to say:

"This training school for boys is just what we need. It gives us a chance to learn things we couldn't learn in regular school. I really like this school very much. It certainly has helped me and I hope to keep going to school as long as it lasts. I think any boy who is going to school but not doing so well should start this school. I am sure they would find out as I have that they can learn a great deal." Another mother had this to say:

"This training program has been a wonderful thing for Tom. He has been so happy these past few weeks, working and feeling as though he is doing something worthwhile and learning a trade. He wants to learn enough to be able to get a job when it is finished. Right now he is very discouraged because they don't have enough cars to work on all the time. I am concerned to see this change because I was very happy over his whole general attitude." Tom said:

"I have learned how to work with inserts with pistons, and crank shafts, cam shafts, generators, carburators, and also how to put points and rings and to read a mike and so on. It is good class but we need more work room and more things to work on. This would be good for boys who are going to school. I think all boys would like classes like this and I don't think they would drop out of school if they could take this training in regular school. My plans are to get a job such as this." And still another mother said: "I feel

"I feel that your training program has been a godsend to our town and state. Boys have shown their interest in more ways than one. My boy, for one, has learned a lot and the reason for it, I know is, I watched him and one of the other trainees take a wrecked transmission and fix it and put the car back on the road, I hope this training will help them to get a job and be a better citizen. I am thankful that someone in our state was interested in our boys and cared enough to help those who could not seem to get along in school." Her son said this, "I have learned a lot in the Job Training Program. I have learned more about cars than I ever dreamed that I could learn. I think this Job Training Program is the best thing that ever happened to West Virginia and I think that every state should start it. It will help every boy through the years and if the program could be a part of school, I don't think any boy would quit."

The day by day account of this program in action has pointed out some of the problems. You have noted that a program such as this must have continual supervision. Most of the problems dealing with discipline could have been solved by dropping three or four boys from each class. We were reluctant to do this for we wanted to find out if some of the boys who were causing most of the trouble would in the end, change their attitude and cooperate. We found this to be true and proved we were justified in holding the boys in class.

CHANGE IN ATTITUDE IS NOTED

It was during the eighth week of the program that the general attitude of the boys seemed to change. They began to talk about the end of the program and about a certificate.

We have crossed the halfway point in the Job Training Program. Let's look and see what has happened. In the first place, the general attitudes of the boys, toward the program, toward the instructors, toward their fellow students and toward society, is better. Attendance problems are confined to a few students, also their respect for public property and authority has improved. Boys, in all the classes are working, learning, and planning for the future. Rather than attempt a word picture of attitude and learning, I will see what the boys have to say. Today when I visited Mr. Ross's class, one of the boys said he wanted to see me before I left. I thought it was something private so I invited him out a few feet from the entrance to the shop. I noticed several of the boys followed, which led me to believe it was a planned meeting. "We want to know if we can continue this training after this class is over," one of the boys remarked. "We don't think we are ready to go into a garage. We are learning a lot every day but we think the training program should be extended."

Cotton came to the office for his check and we could tell he was happy with his work because his general attitude had been revealing this for several days. "Martin, (Big Mouth), has worked all day and I haven't had to call him down a single time," he said. This is a real accomplishment. You would have to know Martin to understand why Cotton was so pleased.

I took Billy back to the doctor today to have his arm dressed. As we were driving along, Billy had this to say, "I have been a pretty rough guy during the first part of this school but I am going to do better." He asked to be put in another class, separate from his buddy. This certainly is a good sign and it is evidence that we are getting through to these boys. Danny has been a real problem, according to his instructor. He followed me out of class the other day and had this to say, "I am not going to cause any more trouble. You have been good to me and you are trying to help me learn a trade, so I am going to show that I appreciate the interest you are taking in me." Following my initial visit with Danny he made this remark about the Job Training Program, "I am writing you in regard to our discussion of March 16, 1962, of the possibility of my returning to summer school. I am grateful to have another opportunity to return to school. The information you need is listed below." Danny had many problems. You would have them too, under the same circumstances. Danny was in need of a lot of help and we tried to supply it.

Ernest, one of the Radio Class students, passed his mental test for the Army today. We think Ernest appreciated our help and our understanding of why he wanted to leave home and go into the Army. We believe he will follow his plans to continue the study of Electronics.

LITTLE INCIDENTS TELL BIG TRUTHS

The other evening as I was going by Henry's home, through Stumpy Bottom, to visit one of the other boys, Henry called me to see his garden. After a few minutes of conversation, I started to leave, when he said, "Come in the house, I want you to meet my mother." I considered this a rare compliment which revealed a strong association that should exist between all students and their instructors.

Day after day, this program points up the need for more and more understanding of boys and their problems. Day after day, and little by little the results of the program is proof that boys, all kinds and types of boys, from all environments, can be led into a new way of life, with new attitudes, new ideals and new outlooks. Only time will tell what the final results will be.

TED DECLARES THE PROGRAM A SUCCESS

The activities of August 7th were typical of the day by day events as we moved through the final month of the Pilot Program. We are beginning to breathe easier for we know this program is successful now and it will be successful to the end. Ted made this remark, "If not a single boy would be present tomorrow and the program would end now, it would still be successful, for the good that has been done cannot be undone." The boys are showing a willingness to learn, they have been led in this direction and this training will remain with them.

A LITTLE CONSIDERATION GOES A LONG WAY

When I met the boys this morning at the Princeton bus stop, one of the boys told me about his father being in the hospital, suffering from a heart attack. He wanted to leave the class early in the afternoon so he could see his father. I suggested he visit his father before the bus came as the hospital was only a block from the bus stop. He returned in a few minutes and said his father was asleep in an oxygen tent. The boy seemed pleased that I had been concerned. This evening when his Bluefield Class was over, he asked to ride with me to Princeton instead of waiting for his bus. When he got to the hospital, he asked that I go up and see his dad. His father was better and could say a few words to us. Anyway, the relationship between the teacher and the pupil was strengthened.

The attendance was good today. I called the roll in all classes. The boys seem to be working with a will.

AUGUST 9: SERVICE STATION ATTENDANTS CLASSES START

Special Service Station Classes started yesterday and it was a mistake to expect all boys in the Automotive Classes to take this special class. Two boys were absent today and I believe the cause can be traced to their inability to keep up with the class in written work and in arithmetic. The instructor made some reference to a test and the word test is a dirty word to some of the boys. The boys don't want much to do with the area of testing. The groups which will start next and the week after will be screened to see if they want to take the Service Station Class.

This has been a good day in our program. Not the first problem. Bruce, who has been an attendance problem, was in class and both welding classes had perfect attendance. There was no mention of the stolen motor incident or the stiff raking over the coals I gave the boys yesterday.

100 EXTRA MILES OF RUNNING EACH DAY FOR THREE BOYS?

Transportation played out for three Elgood boys when their car slipped over a steep embankment and was declared a total loss. No other transportation was found so I will take care of this problem for the next three weeks. This will involve 100 extra miles of running each day for the remainder of the program.

Transportation also ran out for Larry today, so Mr. Wagner will make this extra run for the rest of the program. We are certainly fortunate to have bus drivers who have interest such as this and who are so willing to cooperate.

Six boys in the Service Station Class have been selected to work in Ashland Oil Stations next week. A similar number will be selected from the class next week. We have made arrangements for Certificates to be printed. Each boy who completes the training will receive a certificate. The certificates will be the same except the name of the student, the name of the class and the type of seal. The seal will read, First Class Skill, Second Class Skill or Third Class Skill. The seal makes the difference which will be explained to the boys when the certificates are presented.

WE HOLD THEM, IF THEY WILL STAY

Not a single boy has been forced to leave the program. It is true some of the boys have left for one reason or another or for no apparent reason. However, it is not true that boys leave school for no reason. There is always a reason and we should make it our business to know the reason. Many boys have stayed with the program because of the personal interest shown by the bus drivers, the teachers and others. The press, radio, and television have made the public conscious of the importance of this training and their reaction has caused the boys and their parents bo be more concerned.

Perhaps the number one problem this summer has been transportation. There has been perfect cooperation and help from the bus drivers, and yet, the large area and the great distances that boys live from main roads, plus the matter of trying to maintain a time schedule, has caused this to be a permanent problem.

AUGUST 15: WEDNESDAY

Attendance is good today and there are no real problems. We called all the three Bluefield State Classes together this morning and talked with them for thirty minutes about how easy it is for teenage boys to be led into trouble. This meeting was called for the purpose: "An Ounce of Prevention is Worth a Pound of Cure."

Ted and I divided the responsibilities and jobs planning for the final day of school.

The boys are more concerned each day about their attendance. They are looking toward the end of the program and the certificates.

Billy is working in the service station this week. He waved to me as he was on his way to the station this morning, and seemed to be pleased about this opportunity for practical experiences.

We visited all classes today and found no problems. All of the boys seem to be working with a purpose. We think the dressing I gave the boys in the Welding Class did some good. The boys were really burning rods when we visited their class. There was not a single hint of any trouble.

Roger rode over to Bluefield with me today. He is taking his Screen Test for the Navy. He plans to continue his training in the service.

This extra transportation for the boys who live beyond Elgood extends my day from 5:30 to 5:30. They are fine boys and worthy of any help we can give. So out of this association they will be better boys and we will be better men.

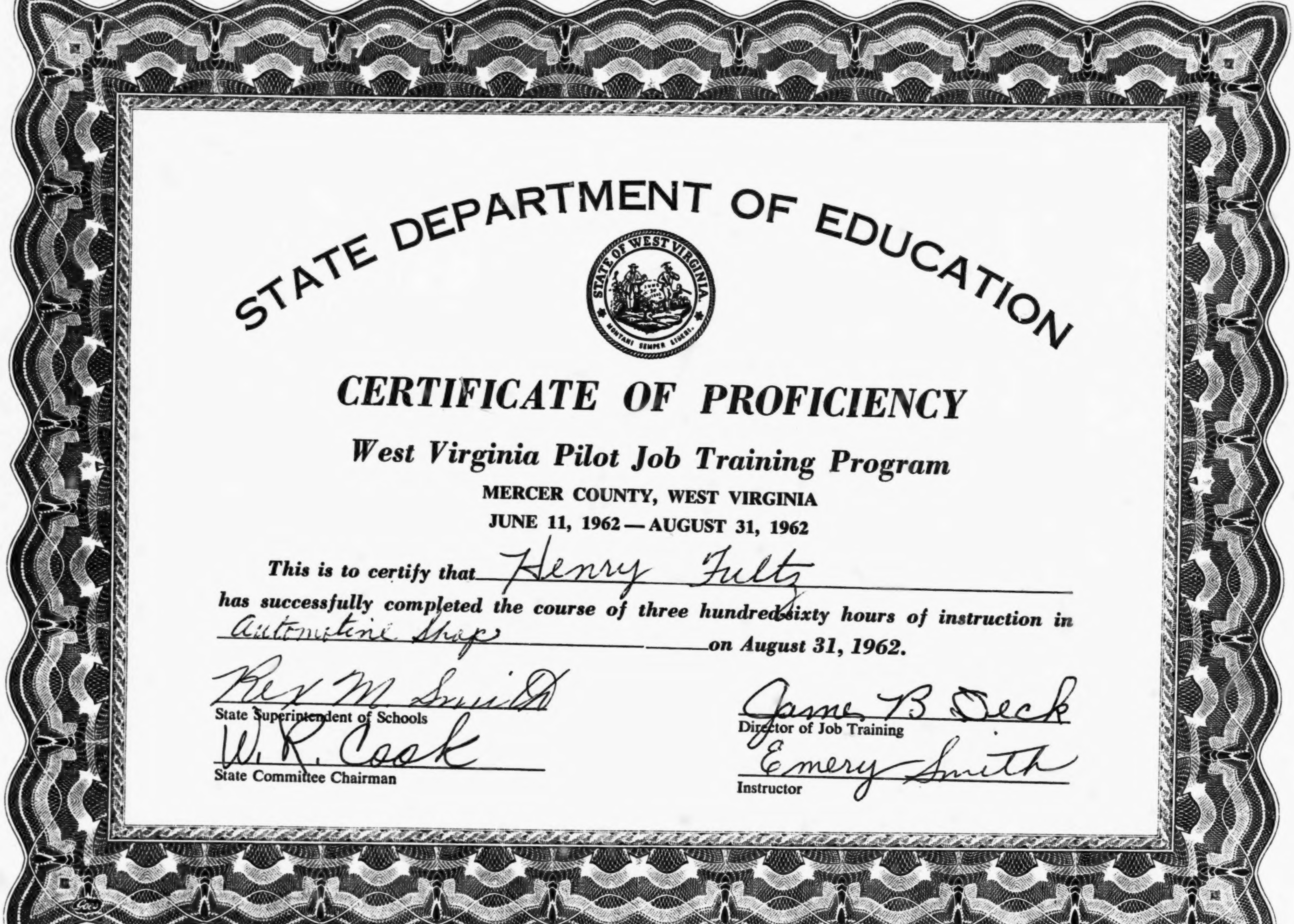
Judge Howard M. Jarrett spoke to the Glenwood Lions Club last evneing and according to one of the members, made this statement, "There have been no 16 or 17 year old boys before me this Summer. I think they are all in the Dropout

Program."

Ted made this remark today: "This program has pointed up the real value of supervision." Close supervision, a common purpose and a common goal has made the success of the program possible. Industry has learned that supervision pays dividends through added production, in proportion to the kind and amount of supervision. The same can be true in the teaching area. Efficient supervision will bring about efficient instruction.

As we move through the final week of this Pilot Job Training Program we are pondering the following question:

Is it practical to continue this program after the Pilot Program has been judged successful?



STATE DEPARTMENT OF EDUCATION

CERTIFICATE OF PROFICIENCY

West Virginia Pilot Job Training Program

MERCER COUNTY, WEST VIRGINIA
JUNE 11, 1962—AUGUST 31, 1962

This is to certify that Henry Fultz
has successfully completed the course of three hundred-sixty hours of instruction in Automotive Shop ***on August 31, 1962.***

Rex M. Smith
State Superintendent of Schools

W. R. Cook
State Committee Chairman

James B. Deck
Director of Job Training

Emery Smith
Instructor

THE THIRD PHASE

The third and final phase of this report is divided into three parts, Evaluation, Findings, and Recommendations.

I. Evaluation:

POINT OF VIEW OF THE SUPERVISOR

That part of the outcome of this program which is of greatest value does not lend itself to statistical methods of reporting. Let's look at the boy who is sixteen years and six months of age, the average age of the boys in this program, who were repeating the eighth grade for the second or third time. This boy successfully completed the program and received **his** certificate but where does he go from here?

He is now sixteen years and nine months of age; too young for military service. The Child Labor Law bars him from almost all gainful occupations, and it would be almost impossible for him to fit in the regular school program with success. Again he finds himself waiting but with a much different attitude toward the waiting. Now he feels that there is something at thd end of the waiting, a job, income, economic independence. He has come to realize that he can have a useful place in society. We feel this change in attitude to be the greatest, single value of the program and yet it defied measurement.

There is a definite change in attitude on the part of the boy, the school, the parents, and the public.

Although this was a Job Training Program, we feel the greatest value derived was not in the skill they acquired but in the change of attitude toward earning a living and gaining respect.

We feel the schools are more sensitive to the needs of the potential dropout as evidenced by several changes in policy.

We believe the parents of these boys and the public in general have grown more sensitive to the real problems of the potential dropout and the school because of the day by day report of progress through the newspapers, radio and television.

POINT OF VIEW OF THE BOY

On August 31st, the final day of the Training Program, the boys were given this note:

Dear Boys,

Now that your twelve week training program is over, you must take the next step. You will either go back to school, enter the armed services, continue your training, or go to work. It is important that we know what you do. Will you keep us informed.

Kenneth: "I got a job at the Gulf Station on College Avenue. It will do until I can get a better job. Please let me know when I will be able to go to the night class or to some other training. Thanks for everything."

Dennis: "I am back in school. I would like to know if the Summer School counts for any credits for high school. Write back and tell me."

William: "Some morning when you are passing Spanishburg, would you please stop and talk to the principal and see if I could get moved up to the ninth grade. I had just failed two subjects in the eighth. If I cannot get moved up to the ninth I will discontinue going to school. They put a boy up at Matoaka from the ninth to the tenth." (William is in the ninth grade this year.)

Andy: "I am glad I took the training. I got me a job in a garage."

Harry: "I work at Sniders Garage on the Oakvale Road. I am glad I got to attend your dropout school. I got a lot out of it."

Sam: "I am going to the Army. I would like to thank you very much for giving me that training. Thank you."

Lonnie: "You and all the rest have helped me a lot. I would like to take more training as quick as I can. Thanks very much to all."

Dear Parents or Guardians:

Thanks for your help and cooperation in this Job Training Program. We are now interested to know what your thoughts and suggestions are, now that we have moved beyong the halfway point in the program. Just what do you have to say?

A. "It is doing a great job. I can see great improvement in my son. I know he has learned a great deal. I think every boy everywhere should join this school. I think everyone should back this program up."

B. "I think this school is good training for any boy. My son has enjoyed going this summer. He has had something to keep him employed. I hated to see him quit school as there is nothing I would rather him have than an education. But somewhere in his back grades, he hasn't got just all he should. He had rheumatic fever which caused him not to think so well as other children, but I think if the teacher would help by watching what a child is low in and not talk about movies and their family affairs, it would be better."

C. "There are so many words and yet a mother cannot find the ones to express her thanks for this wonderful program in which you have encouraged many boys to become more interested in their self and in other people. I think if we had work like this in schools, they would not drop out of school so easy, for they enjoy this type of work and become interested in the training. I would like to thank you all who made this program possible for our boys."

D. "The training program has benn a great help to my son. He is interested in working on cars. They all say if they don't get a job around here, they are going some place else to work. My wife thinks it is a wonderful thing and Arnold enjoyed going to school. I think it will put them on the right road to success."

E. "I think this is the finest program that any state could sponsor because it gets the boys who are down and out and it gives them a second chance

Mike: "I am back in school. I thank you and the people who helped me in my training I got while going to the school."

Jimmy: "I am interested in more training. How do I go about taking it and where."

Terry: "I would like to continue to take the training until I am 18 years of age. I don't think I have had enough training to get a job yet."

Kenneth: "I would like to get a job, but I don't like the idea of getting a job without enough training and I certainly don't have enough."

Clinton: "I want to continue school. I certainly do like going to Welding School. I really enjoyed it. I would like to get on from 3:00 o'clock until 8:00 o'clock if it is at all possible. I certainly will be glad to get started back. I certainly miss all of you."

William: "I work in Macon, Georgia. I couldn't find work in West Virginia. I am a mechanic helper. Thank you for your training. I work in a garage."

These boys who gave up many freedoms, swimming, loafing, part-time jobs, to mention a few, to attend this Job Training School, are the same boys who caused the regular school so much trouble. Can we so arrange the curriculum in the regular school so these boys can have a feeling of belonging?

POINT OF VIEW OF THE PARENT

Parents are involved in any program that concerns children. In most programs, this is not true but their suggestions, helps, and criticisms should be considered. In our public schools, parents activities are almost entirely confined to PTA programs in the elementary school, and to co-curricular or extra-curricular activities in the high school. This is not enough for most parents are more interested in the academic aspects of the total school program.

In this Job Training Program,we were anxious for suggestions from parents and to know their thoughts concerning the program. Their answers to this note tells the story:

to make something out of themselves. I think this program will make good citizens out of these boys. If this program would not have happened, most of them would have been bums on the streets, and this would mean more people on relief in our state. One important thing is, why did they drop out in the first place?"

F. "We think it is a wonderful thing that is being done for boys in your training program. Seems to be helping our boy a whole lot and keeps him out of mischief. Any boy should be forced to go to it if he doesn't have a mind to go. Lots of luck with the boys."

G. "I am very pleased with the chance this program is giving my son and my neighbor's sons. My thanks for all the efforts you and your staff have put forth in thes Project."

H. "This is a wonderful program. It helps boys who didn't have a chance to go to regular school because of the distance they had to go to school and also because they had to help at home. This program will enable the boys to get out in the world on their own and find a job."

I. "It is a great pleasure for me to express my opinion of your training school for our boys. Let me emphasize that there is nothing wrong with out boys of today that can't be set right with equal doses of firmness and common sense and this training school is giving them that. This program teaches the boys to be physically independent of their parents and is helping the boys to grow up and be a man. We are grateful for your understanding our boys' needs."

J. "First, I would like to say thank you for having this Job Training Program. Roger never seemed to care about books. He told me that if this school had of had books to study he wouldn't have liked it. We wish he would have liked to study books and went on and finished his education, I believe it was the confinement of school that he didn't like for he made very good grades."

K. "I think this program has given the boys an interest in life and a goal to stand for. If this program has done for other boys like it has done for my son, I am sure they are well pleased. Kenneth has grown with more knowledge and can talk about his training with interest, however, I think they should have more training. I think this fall each parent who has a son in school should have a set fee to pay for more training."

L. "I am not very good at putting my thoughts into words but in regard to your work and to Stanley. I am well pleased with the interest Stanely is taking in the training. We wish our children would finish school but things don't always work out the way we want. You leaders deserve a lot of credit for spending your time and talent in trying to help the boys of our town and may God's richest blessings be with you in all your work."

M. "I think this program is wonderful for the boys who, for one reason or another dropped out of school before completing their education. These boys really need some kind of a trade to earn a living. It is almost impossible to earn a living for a family without a trade of some kind. These boys should realize how lucky they are to have this chance. I hope this school will continue. My son was interested in this program from the time he first heard about it. Donald likes his teachers and is always talking about them being so good to him and encouraging him to learn."

N. "I think your program of training young boys for better jobs has been a big help so that they will be able to get better jobs for having this training. I have been trying to get my son to go back to school and finish his education. I have missed his helping out at home this summer as I got a bad heart and can't do much work and his father is dead."

O. "I think this training program will be a great help to our young boys. It gives them something to look forward to in the future. Some children are not interested in books. If there were some kind of training in our schools besides books, our boys might not drop out so young. They learn to cooperate with strangers and take orders from older leaders which they don't like to do in school. Best of all, I would like to see each boy go back to school this fall and get a higher education."

P. "I think this training is a wonderful work for our boys. All ready Edward has learned a lot. I think it would be good just to keep the training going as it will keep them busy and keep them out of trouble."

Q. "I think this training program is wonderful for boys who drop out of school. They will have more of a chance of getting a job. I think Terry likes his training for he gets up in the mornings and seems not to mind it. I sure hope he will learn for he never liked to go to school. I guess that was his trouble in school for I did all I could to help him."

R. "I think the program is wonderful for all school dropouts. Most of the boys don't have the opportunity to learn a skillful trade without the help of this program. I think they should make this program compulsory all over the country because there is always a demand for good trained men."

S. "This program teaches boys to have a higher standard of living. It takes the place of the education they have missed. They can learn to make a good honest living and at the same time be most useful and have a position and find a place in society."

T. "My son always enjoyed the program. I am sure the boys are thankful for this chance and will do their best to learn the work. I am sure most of the boys had reasons for dropping out of school or hated they did after they quit."

U. "I sure appreciate something like this for my son for I believe he is learning a lot about cars. He sure does like and he hasn't missed a single day. I hope this schooling will continue for I have some more that would like to take it. I wish it had taken the boys of eighteen for I have one eighteen."

W. "I enjoy taking the time to set down and tell you how you all have helped my son. He was so discouraged before this program started. He couldn't pass in school for a few teachers and the principal. If he would have had a principal to take the interest that you have and teachers as Mr. Cotton, he would never have been a dropout. My son is always glad to see Monday morning come for he is anxious to get back to school and work on cars. It is hard on boys when they drop out of school but with a program like this they can look to the future."

X. "I think this is a wonderful program for boys who have not finished school. I am well pleased with my boy's training. I want him to have a good and happy life. All the boys are better off going to this school and for another thing, it keeps them from running the streets. I always watch the boys when they are on Television. Thanks for everything."

Y. "We are very well pleased with this training for our son, and why we are, he has enjoyed it so much. Not only has he enjoyed it but he has learned a lot of things that he might never have had the opportunity to learn otherwise. It has kept his mind occupied by attending everyday and working with a good group of boys and a wonderful instructor like Mr. Whitt. We really believe he will be more interested in regular school and if he will just take half the interest in his junior year as he has going to this school, he should be tops."

Z. "I am glad this training school was started. It has helped Larry in many different ways, especially his disposition and I hope he will learn to like this school enough that he will want to finish high school. I think it was great on his part to volunteer and go to the training school."

AA. "This is the best program that has ever been for boys, and I hope it is successful which I think it will be."

BB. "We wish to thank each and every one involved in the dropout program. We think it is the greatest opportunity the boys have ever had to better themselves for the future. There are so many boys around in the area, who would be so much better off today, if they would have had training such as this. We talked to several friends and neighbors about this school and everyone is enthusiastic about it."

CC. "We wish to thank each and every one of you for this training program. A few of these courses should be included in the schools. If they were, I don't think there would be so many dropouts. Our son has taken more interest in this school than he did all the years he went to regular school. He said he had learned one think more than his regualr study, that colored and white could go to school together and do good if they try. He has the highest esteem for Mr. Ross as do most of the other boys."

DD. " All the boys in this community think this is a wonderful school. They seem to enjoy it very much. I don't think there would be very many dropouts if this kind of a program was part of their schooling. My boy is very much interested."

EE. "I think the training program is the best thing that could happen in this area. My son has been more interested in this program than he has in anything else before. I thank God for something like this for the boys."

FF. "I think this program is a grand thing. It will benefit a lot of boys that otherwise would never be able to do much of anything that is worthwhile. Kenneth has had more interest in this training than he ever had in anything before. My wife said she was thankful like all the other mothers that her son is doing something useful. Boys will drop out of school in spite of all that can be said to them. I think it is because they lack understanding of what education is worth. I think we should say thanks to all for everything that has been done or said to bring this about."

GG. "We think this is a great program for the boys. We think it has helped Johnny and we want to thank everyone who has helped him. We think he has learned faster in this training school than he did in regular school. We think this program will make better boys and smarter boys for our country. This will keep boys off the street and out of trouble. All boys under age should be compelled to take training for work."

POINT OF VIEW OF THE INTERESTED PERSON

Dr. Carl E. Seifert, U. S. Office of Education....."The Dropout Program is a national program which the Office of Education has been deeply concerned about. The Office of Education Commissioner has been conducting what is known as a "Back to School Campaign". We believe that through the press, television, and radio, the instructors and the Director are encouraging dropouts to go back to school."

"I am very deeply impressed by what is being done in West Virginia. I know of no other program like this one. I also feel that what you are doing here in West Virginia may have a national impression in some of our larger cities where they have an actual dilinquent situation. I was very much impressed by the people who are conducting this experiment in Mercer County and the results of this experiment are far greater than those where there is no personal interest in the individual."

"I think the success is due to the dedication of the people conducting the program and not the facilities used." (Dr. Seifert made this comment after visiting all of the classes)

Jerry M. Czatt, Youth Secretary, Loraine, Ohio...."I was extremely interested in your program as you presented it to our Youth Secretaries Conference in Columbus. Our United Appeal Executive and the United Appeal Case Worker is very much interested in this phase of the conference. We would like any information and literature you might send us."

Dr. B. L. Coffindaffer,State Extension 4-H Program Leader, West Virginia University....."I want to take this opportunity to thank you for showing me around the day I spent in Mercer County gaining information concerning this program you are conducting with boys who have dropped out of school. I believe that the information and experiences that you gain from this program will do much toward the formation of a prevention program that could be initiated into all of our public schools. Certainly my experiences in Mercer County have given me a broader insight to the school dropout problem and also some clues as to where 4-H, and indeed the entire extension youth program, could fit into aiding society with the prevention of school dropouts."

"If only one of the boys who you are working with grows in stature and knowledge and enriches our society, his own community, then the program will have been worthwhile. I believe perhaps the biggest benefit from your efforts will be not in the area of job preparation but in the area of providing a foundation for a program of prevention which can be initiated in our schools."

W. J. Gillespie, Jr., President, Bluefield Chamber of Commerce....."You can be assured that the Chamber of Commerce is interested in your program and will help in any way it can in line with the policies of the organizations."

Mr. R. W. Vaughan, Training Supervisor, Texaco....."Please let me express my appreciation for your invitation to participate in your program. It was indeed a broadening and pleasurable experience for me. There is a great sense of satisfaction in imparting knowledge to others, if to only a few. The diplomas for the conferees are now being prepared and I will forward them when they are ready." (Ashland, Texaco and Gulf Oil Companies took part in the training program.)

H. K. Baer, Secretary, West Virginia Board of Education....."Thank you for a nice visit to three of your class centers. I enjoyed it very much and it reminded me of old times in traveling around with local school men and visiting classes and programs of interest throughout the county."

Robert C. Byrd, United States Senate......"I am in receipt of your letter requesting literature and materials which might be helpful in the Job Training

Program for School Dropouts. I am promptly seeking assistance for you in this matter." (Literature was received June 5th.)

Dr. Charles S. Runyan and Dr. Charles C. Ritchie, Marshall University.... "Your participation in the Summer Institute in School Administration has made it possible for these beginning graduate students in school administration to more clearly see problems facing the practicing administrator, the approaches to possible solutions to problems, and the need on the part of each student to continue his search for knowledge to support the intelligent decisions he must make as a school administrator."

D. W. Reed, Corporal, Officer in Charge, Motor Vehicles Inspection Bureau, Department of Public Safety....."I think the idea of teaching about the inspection program is very good. You are being forwarded a copy of the Official Inspection Station Manual and other materials which I hope may be of some help in your class."

Judge Howard M. Jarrett ......"In a speech to the local Lions Club concerning Juvenile Delinquency, Judge Jarrett made this remark: "I haven't had any boys sixteen or seventeen years of age in my court this summer. I think they are all in the Dropout Program."

POINT OF VIEW OF THE BUS DRIVERS AND INSTRUCTORS

Any chain is just as strong as its weakest link. The chance of a successful program was contingent upon unified effort. Every person who worked with this program had to carry a certain part of the load. Instructors and bus drivers in addition to their regular work, served in the areas of counselling and guidance.

TO: Bus drivers in the Job Training Program

You have been a very important part of this Training Program. You have been a Counsellor, a Supervisor and a Friend to the boys. Because of this help and the attitude that you have shown toward this Pilot Training Program, it has been successful.

Will you please list a few of your findings and observations that another bus driver, working with a similar program, might have the benefit of your experiences.

You have been closer to these boys than anyone in the program. Do you think it has been worthwhile to have given your time, energies, and self, and do you think we have been off base in getting a boy out of bed? Just what do you think?

Thanks.

A. "I have worked with this program and I have heard all the boys talk many times, and I think if the principals and teachers in every school would try half as hard as the people who are working with this program, there would not be any dropout program in the state."

B. "I would hire drivers who have had a lot of experience with boys and who have had several years experience diriving a bus." "I think the classes should be scattered out as much as possible becuase if you don't, the boys are always "pipping" at each other." "I think for the first 3 or 4 weeks the drivers should get the boys out of bed and don't take no for an answer. After this, most of the boys will be interested enough in the training to make it on their own."

C. "I have found a lot of cases where boys have not had enough to eat for breakfast and nothing for their lunch. I think there should be provisions made for such boys."

D. "I think boys who have been running around together should be put in different classes. I think they will do better if you keep them separated."

E. "There has been very little difference in the job of transporting the Dropout boys to that of the regular term. Most of the boys were very interested in their work."

TO: The instructors in the Dropout Training Program

This Pilot Program will soon come to an end. Perhaps there will be other programs similar to follow. You have found out many thing about boys as you have worked with them this summer. Your findings will be of value to others who will find themselves in similar circumstances. It has been our goal to keep the boys in class every day and to teach them.

In the main, we have been able to do this. Please list some of the problems you have encountered while working with the boys this summer. If you work with boys during the winter term, make a note of the difference in the actions and reactions of the groups. Just how successful do you think this program has been? What changes or regulations would you suggest for any simila program that might follow? Please state your thoughts on the lines below.

A. Instructors, Building Trades....."The biggest problems I encountered with my class was trying to develop self discipline in them. I am of the belief that many of these boys were frightened every time I took them out of the shop and into the classroom. I found that 50% of these boys were not able to multiply and divide. There was a definite strain on the instructor to give the enough practical work to keep them satisfied and at the same time teach the fundamentals of arithmetic."

B. Instructor, Building Trades....."I believe the program has been highly successful. The boys in my class have come a long ways. From not knowing how to hold a trowel properly to the height of being able to build a line project under proper supervision."

"In another program such as this one, I would like to offer the following suggestions: a. That arithmetic and grammar be included at least once a week. b. That an example be made of a "hardcore" boy by putting him out of class. I believe this would help in self discipline and it would help cut down on half-day absences. c. As far as Building Trades is concerned, I feel that a "line project" should be included in the activities for each class." (James Vaughan is a regular instructor in the Bluefield State College.)

C. Paul Steel, Welding......"Boys who were interested made much progress while those who were not interested came to class for fun. Those who did take an interest will go forward with what they have learned. I suggest this program be kept going for the dropouts who really want to learn a trade. I also suggest that strict order be given to pupils and that they be made to follow or be replaced by boys who will abide by them, in regard to welding projects and safety rules." (Paul Steele is a regular instructor in the Mercer County Vocational School.)

D. J. T. Higginbotham, Automotive Shop....."Holding the boys interest when there was not enough projects to keep them busy was my greatest problem. If I should work with the boys during the winter term, I would know more about them and I would be able to do a better job. This has been a wonderful program for the boys, and I think it should be continued." "This program should be extended into the regular school curriculum and classes should be held in independent shops. There should be a longer term, for boys who don't have enough time during the summer to really learn the trade fully." "I believe there would be less dropouts is this could be a part of the regular school program." (J. T. Higginbotham is a practical automotive mechanic)

E. E. F. Cotton, Automotive Mechanics....."The instructor should start the class with the "iron hand". He should allow some play but not let it get out of hand. They are boys but you have to help them start to be men. We have been short of room. There should be room enough for a car for each three boys. The tools should be in sets so three boys could be assigned to a set and be held responsible for them each day. One of the most needed things at the start of the program like this, is "live work", (complete automobiles) to get their attention and hold it. Automotive films should be available at the beginning of the program. These films will explain more than any instructor could ever put across to his class. I don't think I have ever worked at anything in my life that I thought was as much a success as my class. Most of my class made real progress. Even the ones who did not put forth much effort in learning the work have changed their attitudes." (Mr. Cotton took leave of his regular employment as a mechanic for the local Buick Agency.)

F. Don L. Cale, Automotive Mechanics....."Problems, personal complexes, insecurity, and inferiority, these incentives for study and action were difficult to promote. "Evaluation": An accurate or complete inventory of results cannot be made yet. The months to come will unveil the real facts. We have charted new channels that will surely lead to great inroads of progress for these young men. I sincerely believe this to be one of the essential steps for the orientation of these young men." (Don L. Cale, Methodist minister, who has a wide range of experiences in the automotive field, consented to help out in the Pilot Program.)

II. Findings

A. Reasons for Dropouts

1. Boys' Reasons
    - a. Got behind in my work
    - b. Unable to do the work
    - c. Missed so much I couldn't catch up
    - d. Had so much work to do at home
    - e. Ddin't have books, clothes, and lunch money
    - f. Lived too far from bus route
    - g. Couldn't get along with the teacher or principal

2. Parents' Reasons
    - a. The boy was just to sorry and lazy to go to school

b. Just didn't have money to keep him in

c. He got in with a bad crowd

d. Teacher just didn't try to help them
(NOTE: The parents blame the teachers and school more frequently than did the boys .)

e. He got behind because he was sick so much

f. He just didn't want to go

3. School's Reasons

a. Lack of interest

b. Discipline Problems

c. Inability to do the required work

d. Social Promotions

e. Lack of encouragement at home

f. Environment

4. Composit View of Reasons

a. Inability to read and understand in the assigned grade. (Our data shows that although the assigned grade level was 7.7, we found that his reading ability was 4.5.) We feel this to be the main reason for his dropping out of school and all the reasons given by the boy and his parents were symptoms of his inability to read. His inability to read placed him in an impossible position scholastically, and therefore socially which made it necessary for him to turn to other means of achieving status. This need to achieve social status often placed him in conflict with the accepted practices of the school. This left him little choice but to quit or be expelled.

B. What Happened to the Boys?

A total of 274 boys were listed by the Mercer County Principals as the number of dropouts, 16 and 17 years of age. Two hundred seventy-four visitations were made but only 149 boys were interviewed for the Job Training Program. The other boys were not available. They were over age, under age, in military service, had moved away, were married, or they were employed. Of the 149 boys who were interviewed during the months, March, April, and May, only 117 answered the roll June 11th., the first day of the Job Training Program. The other boys had moved away, were in military service, or were employed.

The Training Program started June 11th, 1962, and ended August 31, 1962, a total of 12 weeks, five days per week and six hours per day.

Classes were held at five differend locations within the county with one class in Building Trades and one class in Auto Mechanics at Bluefield State College. The other three classes in auto mechanics were held at Matoaka, Princeton, and Bluefield. Three classes were conducted at the Mercer County Vocational School; two in welding and one in electronics.

1. Boys Investigated

Disposition	No.	Per Cent
Interviewed - Enrolled	149	54.4
Military Service	17	6.2
Over - Age	33	12.1
Gainfully Employed	22	8.1
Married	3	1.1
Moved Away	32	11.7
Forestry Camp	5	1.7
Re-entered School	6	2.1
Under Age	7	2.6
Total	274	100%

2. Boys interviewed

Choice of Training	No.	Per Cent
Electricity	11	7.3
Store Clerk	1	.7
Radio - TV	11	7.4
Machine Shop	12	8.0

Choice of Training	NO.	Per Cent
Welding	16	10.8
Printing	1	.7
Auto Mechanics	60	40.3
Furniture Repair	3	2.0
Service Station	26	17.4
Sheet Metal	4	2.7
Building Trades	4	2.7
Total	149	100%

3. Boys Enrolled (The program started with 117 boys...Gross enrollment was 132)

Class	NO.	Rec. Cert.	Dropped	Military	Employed	Moved
Building Trades	21	19	2	0	0	0
Radio - TV	9	8	0	1	0	0
Welding	28	25	1	0	1	1
Auto Mechanics	74	62	7	2	0	3
Total	132	114	10	3	1	4

4. Boys Who Participated

Disposition	No.	Per Cent
Completed Course	114	87.2
Dropped Out	10	7.0
Military Service	3	2.0
Employed	1	.8
Moved Away	4	3.0
Total	132	100%

5. Boys Who Completed the Training

Disposition	NO.	Per Cent
Returned to School	12	10.6
Employed	14	12.4

Disposition	NO.	Per Cent
Military Service	9	7.8
Unoccupied	79	69.2
Total	114	100%

6. Other Statistics

Only three fathers were high school graduates

Only five mothers were high school graduates

Average grade completed by parents:

Fathers	6th Grade
Mothers	7th Grade
Average grade completed by boys	7.7
Average reading level of boys	4.5
Average age of dropouts	16 years and 6 months

C, Changes brought about by the Program in Mercer County

1. In the past, it had been the policy to permit only those boys who had completed the 8th grade to enroll in vocational agriculture classes which included practical shop work.
   This study showed many of the boys dropped out of school before finishing the 8th grade. To capitalize on the potential holding power of this type of course, the boys were permitted to enroll in vocational agriculture at the beginning of the 8th grade.
2. In one high school, only those boys who had successfully completed the 9th grade were permitted to enroll in the County Vocational School.
   At the beginning of this school year, boys could enroll who had not successfully completed the 9th grade.
3. There seems to be a change in the attitude of school people toward the potential Dropout. We believe the teachers, principals, supervisors, and Administrators are taking a second look at the problem of Dropouts

as a result of this study.

4. Lay people have been made aware of the real problem of School Dropouts and therefore are willing to contribute their time, effort and financial support toward the solution.

III. Recommendations

A. Supervising a Dropout Training Program

Webster says that a Supervisor is one who supervises and this meaning will apply to any program. There are general supervisors and special supervisors and supervisors of supervisors. The meaning remains the same. The how and how much supervision is the point to be emphasized.

Frpm the initial contact with the prospective student the Supervisor must play the leading role. He must immediately assume the role of counsellor, protector, friend and advisor. He must never loose this position on the team. From the initial interview the supervisor must instill in the heart and mind of the student, his parents and friends and perhaps his enemies, (Society), that he has only one desire and that is to be a friend and helper. The student must learn to know this and this leariing can come about in only one way. The supervisor must live his job every day.

There are other supervisor and helpers. Everyone who works directly or indirectly with the program must have the same feeling toward the program, that it is important and that nothing personal or impersonal should get in the way of each individual doing his job.

The supervisor must never be too busy to listen with his ears and his heart, to comments, criticisms, praise, or requests from the student, the teacher, the bus driver or any friend or enemy. The supervisor must chart a positive course. He must never show defeat or lack of enthusiasm, for Enthusiasm is catching. People (society) must feel enthusiastic about the program or movement and be willing to help, by direct action or by a kind word.

B. Counselling a Dropout Training Program

Deliberating together is one of Webster's definitions of counselling. Administrative and supervisory practices and techniques in our present school system does not make it possible or practical for the counsellor to deliberate with "Johnny", for the counsellor is either tied to too many jobs or he must spread his services so thin he never gets around to "Johnny's" individual problem.

If we are to do anything for the "Lost Millions", boys and girls who drop out of school before high school graduation, it is evident that radical changes must take place in our public school make-up. We say that every boy and girl is entitled to a high school education or its equivalent but we make this atainment impossible by our actions or by our inactions.

The person or persons who are to deliberate with "Johnny" must know him. They must know all about Johnny, his home and community, environment, his friends, his interests, and his ambitions. Through the counsellor, all school people must know "Johnny", the bus driver, attendance officer, his teachers, and the principal. They must know Johnny, not as a number or a name, but they must be fully aware of his total background and environment. They must be able to deliberate with the real "Johnny". Out of this total understanding by all of the school people who come in contact with Johnny can come true counselling and guidance.

For every boy there must be a head counsellor, the person to whom he turns when he is in need of help and understanding. This person is his friend and his representative in the total school, home, and community environment. This type of counselling is not impossible and if we are to make school the vital place it should be for all boys and girls we must put it into practice.

C. Prevention of Dropouts

1. Early Identification
    a. Inability to make satisfactory progress
    b. Conflicting Personality

c. Physical Defects

d. Abnormal Home Conditions

2. Preventive Measures

a. Local board of education must provide funds for extra teachers to do a special job for students who are falling behind academically regardless of the grade level.

b. School People must exhibit a more practical understanding of the personality problems of boys and girls and apply appropriate measures toward their solution.

c. School people must have a more sympathetic understanding toward all physical defects and the problems boys and girls encounter because of them.

d. There must be a direct line of communication between the home and the school so school people will be aware of prevailing home conditions which have a direct bearing on normal pupil progress.

e. The curriculum should include a valid program of practical vocational training to begin for each individual pupil when the need is recognized, as opposed to the prevailing practice of vocational training being made available only when a certain grade or year has been completed. In too many cases this is too late.

f. The curriculum of the vocational training program should be determined by the interest of the student, looking toward successful job placement.

g. More emphasis should be placed on practical counselling and guidance, beginning in the early elementary grades.

h. Our studies indicate that none of these boys participated in extra-curricular activities. We believe co-curricular activities could serve to increase the holding power of these boys.

i. Many students drop out because of financial difficulties. We believe a work-study program could be arranged with local business and industry for those students who are in need.

j. A large number of dropouts could and would be salvaged by the classroom teacher if conditions within the classroom were more advantageous. Generally, in most schools, classes are overcrowded and special instructional facilities are at a minimum, so the most sympathetic of teachers cannot give the potential dropout the extra time and material advantage needed to overcome his problems.

3. Special Needs of a Dropout Program

a. Each county area needs a Job Training Program for School Dropouts, to run continuously until the needs have been satisfied.

b. Supervision - There should be a full time supervisor in each county or area who is qualified to work with these special students.

c. Qualified Instructors - Only those who possess the "know how" and the desire to help this type of boy.

d. Physical facilities - Adequate to meet the varied interests.

e. Class Size - Not to exceed 15 students per teacher.

f. Compulsory Program - The Job Training Program should be compulsory. We did not think it wise, under the circumstances, to stress legal compulsion, for there were too many unknown factors. We have learned through the Pilot Study about the attitude of the parents, boys and the community toward the matter of making a program compulsory and we feel the compulsion could be used under certain circumstances.

g. Hospitalization - Students must be covered by hospitalization.

h. Where there is more than one class or section in a particular area (example, auto mechanics), it is wise to re-group after the first month or six weeks. The boys who are moving in the most efficient manner should work together.

i. Ample equipment and materials should be ready for the first class day. There should be no lost motion, waiting for material to arrive or waiting for the instructor to become familiar with the material or equipment.

j. Classes should not be held in public buildings or as a part of a commercial program (example, as part of a commercial garage).

k. A part of each day should be devoted to Theory, book work, paper work.

4. Home Helps

a. Instill proper mental attitude toward education - society.

b. Foster the desire for economic independence

c. Provide physical necessities

d. Communicate with the school

5. Society Helps

a. Recognize the problem and provide the means for the school to do a better job for each individual.

D. Limitations of this Job Training Program

1. Length of Time

a. We found three months of time to be insufficient for a job training program. A much longer period of time was needed.

2. Under age for Employment

a. The average age of the boys was sixteen years and nine months at the end of the training program, too young to be employed in most occupations.

COST OF THE PROGRAM

Supervision	$ 7575.00
Secretarial	1800.00
Office Supplies - Postage	1000.00
Hotel - Meals - Travel	2600.00
Rent: Building, Equipment	600.00
Utilities	100.00
Tools, Equipment, Supplies	10,935.98
Salary:	14,487.76
Bus Drivers	4,611.50
Instructors	9,876.26
State Tax Commissioner	66.30
Princeton Bank & Trust Company	1,319.82
Teachers' Retirement Board	576.31
Total Cost of the Program	$ 41,061.17

SUMMARY

One of the major conclusions to be drawn from the experimental education program in Mercer County is that the dropouts, for the most part, are worthy of their right to be educated in public schools.

Yes, they have the right to an education as well as the average student in high school and their enthusiasm and desire is equal to their friends attending regular classes. Admittedly, the training for which they have this motivation is a different type generally, but nevertheless, with potentially the same effect.

Keeping in mind the average background of these boys, (some of them can't remember when their father last worked), read the following quote from one of the Mercer County youths:

> I haven't tried to get a job. I will wait until I am 18. I will make it o'k until I do. You all said when we get 18 you would try to get us a job. If you can't or don't we have been helped by the training and we should be able to go out and get our own jobs.

Does that sound like a worthless, lazy boy who has no ambition?

Letter after letter received from the boys following the termination of the summer program expressed that the education was a good thing for youths like themselves. Most of the boys expressed gratitude and the mothers termed the training "wonderful" more than once. Many of them realizing the 12 weeks of training in various trades was not long enough, desired the program to continue through the winter so they might receive more experience.

Instead of just hanging around the streets and taking it easy at home, the way they were found by Mr. Deck and his aids, they are now making plans for their future. Some of the youngsters who quit school in the high school grades have returned to school to get their diploma. Several boys with permission of their parents have joined the military service, where they plan to continue to learn what they began in the dropout program. Many are waiting to come of age so employers will hire them. And still more are working in the vocation they were introduced to the past summer.

What made these boys so different from the rest that they chose to quit school?

They had met with the single most frustrating experience a youth can come up against: failure in school. Our society, teachers included, had turned them away branding them as quitters and no-goods.

But not everyone in this world was meant to study from books. We have failed to offer many youths a subject of study in which they are able to become interested and in which they can find a vocation.

The boys participating in the Mercer County dropout program quit on the average in the seventh or eighth grade after they had spent two or three years in that same class. Vocational training in our public school does not begin usually until the tenth grade, two or three years too late for the dropout.

Interest is so much more important than what the subject matter is. Give a boy something he likes and he will learn the elements important in a good life: cooperation, discipline, and he will even work at reading and arithmetic, for it is necessary to read and work with figures as an electrician, an auto mechanic or welder.

Our responsibilities to these youngsters are as great as to the boy next door who is planning to go to college and study history or mathematics. It would be awfully hard to pass a law in the U.S. as in Russia saying that special preference be given to the school kids especially talented in math and science, but in one way we are practicing that discrimination now by eliminating boys whose talents are on the opposite end of the intellectual totem pole. These boys deserve as much of a chance to be educated in their abilities as the rest of the youths of America.

---- Jon Bixler
Princeton Times

West Virginia Pilot Dropout Program

1962

The following paragraphs are statements extracted from the full report of the Dropout Program conducted in Mercer County during the summer, 1962. These statements are combined as a brief summary of the entire report and are brought together to give the reader an explanation without compelling him to read the entire report.

Finally, we have listed the recommendations to the Governor and the Legislative Interim Committee which were approved unanimously by the Advisory Committee, Job Preparation Program for School Dropouts.

Summary

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Recommendations to West Virginia Legislative Interim Committee

and

State Department of Education

1. Request that the Legislature extend the Compulsory School Attendance Law to include the seventeenth birthday. (Effective on passage.)
2. Begin an extensive program on a state-wide basis (county by county) to hold all students in school by determining their needs and by providing for them.
3. Create a position in the State Department of Education to promote, initiate, and coordinate this program in the various counties.